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ABSTRACT

This package includes a booklet of career planning activities for high school students and an accompanying facilitator's guide. The booklet contains 11 learning activities grouped in sections on self-assessment, career exploration, goal setting and planning, and the relationship between education and careers. The facilitator's manual consists of an introduction, companion sections for the four sections of the student activity booklet, and seven appendixes. The introduction includes an overview of the Pathways to Your Future career planning series, suggested implementation strategies, a listing of the objectives of the student activity booklet, and guidelines for using the facilitator's guide. Each companion section to the student activities includes some or all of the following: objective, list of required materials, suggested additional resources, introduction, suggested procedures for introducing and/or conducting each student activity, and notes warning of potential problems as negative reactions of students with low self-esteem to certain learning activities. Included in the appendixes are descriptions of various aptitudes, a list of selected occupations related to interests and abilities, definitions of the 12 career areas, examples of occupations by level of education, and a high school program of study planner. (MN)

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CAREER PLANNER ACTIVITIES

ED359415

TO YOUR FUTURE

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INTRODUCTION

In the world of work, there are dozens of careers and thousands of jobs. There will even be new jobs available to you that have not yet been imagined. So you have many important decisions to make this year and during high school to keep paths open to you.

Your likes and dislikes will help give you clues to choose your future. There are probably several kinds of jobs you could do. There are also several jobs you might like to do. And you may know about some jobs you would never want to do! People who know you can help you in preparing for your future. You may learn a lot from your teachers, counselors, parents and friends about possible jobs, what you need to do to prepare for them, and what types of careers you are best suited for. But remember that since you know yourself best, you should make decisions that will work for you. (Note: Not deciding anything is also a kind of decisions!)

The activities in this bookiet will help you to start making the important decisions you need to consider. There are four sections to help you think about yourself and plan your future including:

Section 1 - You will explore and summarize some of the things you know about yourself.

Section 2 - You will explore career areas and occupations and begin to think about how your interests and values may fit into certain occupations.

Section 3 - You will learn about setting goals and making plans to achieve them.

Section 4 - You will see how education and training can help you achieve your career goals.

After completing these activities, you will receive the Florida Student Career and Education Planner. You will be able to transfer some of the information about yourself from this booklet into your Planner. Then it will be sent to the high school where you will be attending so that you can use it every year to help you in planning your future.

Section 1: Getting to Know YOURSELF

Activity 1: Your Personal Strengths and Successes

Objective: *to identify some of your strengths and successes*

Do you remember from earlier grades any exercises that made you more aware of who you are? Maybe you kept a personal journal, or took an interest inventory. If so, you have had a chance to think about your interests and maybe understand some of your personal strengths.

A. **INTERESTS.** Look at the list below. Put a 1 in front of the area in which you are most interested now, put a 2 for your second area of interest, and put a 3 for your third area of interest.

_____ social activities (liking people)	_____ science
_____ manual (using your hands)	_____ verbal (using words)
_____ art	_____ music
_____ social studies	_____ sports

If you took an interest survey in an earlier grade, have your interests changed since then? Do you know why or why not? (Your teacher may give you a chance to do a survey at this time.)

B. **FAVORITE ACTIVITIES.** List three favorite activities or hobbies that you enjoy when you are alone such as drawing, carpentry, reading, listening to or playing music.

1. _____

2. _____

3. _____

C. **ACTIVITY CHOICES.** If you were helping to plan activities for the weekend, either with your family or with friends, what would you suggest doing?

1. _____ _____

2. _____

3. _____

D. **A SPECIAL SKILL.** Has anyone ever told you that you are especially good at doing a particular thing (getting along with others, giving oral reports, playing a musical instrument)? If so, what was it?

_____

_____

E. **PREFERENCES.** Put a check by two of the activities you would like to do with a car.

_____ build it	_____ improve its efficiency
_____ sell it	_____ repair it
_____ redesign it	_____ use it
_____ draw a picture of it	_____ improve its looks
_____ describe it to a friend	_____ teach others about it
_____ buy it	_____ write ads about it

Put a check by two of the activities you would like to do with a piece of clothing.

_____ make it	_____ make it easier to use
_____ sell it	_____ alter or mend it
_____ redesign it	_____ model it
_____ draw a picture of it	_____ improve its beauty
_____ describe it to a friend	_____ teach others about it
_____ buy it	_____ write ads about it

F. **"ME" COLLAGE.** Collect words, pictures and symbols which represent what you are like. These could include what you look like, things you own, places you would like to go, and things you like to do. Paste them on a piece of construction paper and have the class guess which one is yours.

G. **DISCUSSION QUESTIONS.** Why do you think it is important to know what you are good at when you decide about a career? What have you learned in these exercises?

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Activity 2: Your Skills, Aptitudes, and Interests

Objective: *to identify your academic and other skills, your aptitudes, and your interests*

A *skill* is something you have learned to do. An *interest* is something you like to do. An *aptitude* is the ability to learn a skill. Your interests are often related to your skills and aptitudes since people usually enjoy doing those things they can do well.

A. SKILLS

1. **ACADEMIC SKILLS.** Think about your school grades from seventh grade, and fill in your average letter grade for each subject.

art _____	math _____
music _____	industrial arts _____
English _____	physical education _____
language arts _____ (speech, drama)	science _____
foreign languages _____	social studies _____
home economics _____	other _____

2. **FAVORITE SUBJECTS.** What are your three favorite subjects? What is your highest grade for each?

Subject _____ Grade _____

Subject _____ Grade _____

Subject _____ Grade _____

B. INTERESTS

1. **EXTRA-CURRICULAR ACTIVITIES.** School activities other than in the classroom (such as sports, plays, and clubs) are also important. List two of your favorites or two that you might try next year.

1. _____

2. _____

2. **MINISURVEY OF INTERESTS.** School achievement does not measure all of your skills and aptitudes. People have many skills that are important, even if no one gives them a grade! Some of these are listed below. For each activity, check whether you (1) like to do it, (2) haven't done it, but would like to try, or (3) would probably avoid it.

Activities	(1) Like	(2) Would Try	(3) Would Avoid
1. figure out how things work	_____	_____	_____
2. solve mysteries (in books or on TV)	_____	_____	_____
3. work out problems and puzzles	_____	_____	_____
4. work with tools	_____	_____	_____
5. take things apart and put them together	_____	_____	_____
6. build things, following diagrams	_____	_____	_____
7. lead a group	_____	_____	_____
8. write letters	_____	_____	_____
9. sell things	_____	_____	_____
10. show someone how to do something	_____	_____	_____
11. help friends solve their problems	_____	_____	_____

2. **MINISURVEY OF INTERESTS** (continued).

Activities	(1) Like	(2) Would Try	(3) Would Avoid
12. make new friends	_____	_____	_____
13. make lists	_____	_____	_____
14. organize your time	_____	_____	_____
15. budget your money	_____	_____	_____
16. write poetry and/or music	_____	_____	_____
17. play an instrument or dance	_____	_____	_____
18. paint, draw, or sculpt something	_____	_____	_____

C. **APTITUDES**

1. **YOUR APTITUDES.** Look at each activity in the **Minisurvey of Interests** that you said you would like to try. Circle each one that you think you could easily learn. (You may have the aptitude for them.)

2. **APTITUDE DESCRIPTIONS.** Using the descriptions that your teacher will give to you, fill in the following chart.

Aptitudes	Examples	Your four best (check)
1. general learning	_____	_____
2. verbal	_____	_____
3. numerical	_____	_____
4. spatial	_____	_____
5. form perception	_____	_____
6. clerical perception	_____	_____
7. eye-hand coordination	_____	_____
8. finger dexterity	_____	_____
9. manual dexterity	_____	_____

D. **AN ACCOMPLISHMENT.** Tell a story about something you accomplished and really enjoyed. Maybe you solved a problem, won a game, played an instrument, helped someone, or made something. Write about what you were doing and why you felt good about what you accomplished. (You may be asked to share it with your class.)

_____

_____

_____

_____

Activity 3: Your Personal Qualities and Values

Objective: *to identify the qualities and values you have that may influence your career decisions.*

A. **MINISURVEY OF PERSONAL QUALITIES.** In addition to job skills and knowledge, certain personal qualities are important for success on the job.

This minisurvey can help you evaluate your qualities. For each quality, rate yourself as "Great," "OK", or "Could Improve"

Qualities	Great	OK	Could Improve
1. dependable	_____	_____	_____
2. self-confident	_____	_____	_____
3. friendly	_____	_____	_____
4. patient	_____	_____	_____
5. honest	_____	_____	_____
6. willing to work hard	_____	_____	_____
7. responsible	_____	_____	_____
8. cooperative	_____	_____	_____
9. prompt	_____	_____	_____
10. respectful of others	_____	_____	_____

Which quality are you the most proud of? Why?

_____

_____

_____

Do you have any qualities that need improvement? If so, list some things you could do to improve them._____

_____

B. **MINISURVEY OF VALUES.** People have different values in life. People consider different things to be important.

What is important to you in life? What are your values? What motivates you? The following list of values suggests some of the major reasons why people choose certain jobs.

To show what is important to you, rate **each** of the following values with the scale below by circling the number that applies to you.

1 = Most Important; 2 = Somewhat Important; 3 = Least Important

1 2 3 **Fame . . .** Being recognized and respected by many others is important to me.

1 2 3 **Money . . .** Salary is an important consideration to me because of what I can purchase and how I can live.

1 2 3 **Leadership . . .** I like to influence others and get things done.

1 2 3 **Security . . .** I want to be able to count on a steady income and know what to expect. I'd rather not take chances.

1 2 3 **Service To Others . . .** I get more satisfaction from helping others than from thinking only of myself.

1 2 3 **Personal Satisfaction . . .** I want to feel that I am doing something worthwhile.

1 2 3 **Health . . .** I believe in a balanced life. I eat well, exercise regularly, and don't take chances.

1 2 3 **Challenge . . .** I like solving problems and doing something new. I have many interests.

1 2 3 **Creativity/Thinking . . .** I have good ideas. I like to create art, design new things, or try new ways to do things.

1 2 3 **Social . . .** I enjoy being with others and meeting new people. I like parties and get-togethers and am not considered shy.

C. STEREOTYPES

1. Suppose it's the week before Christmas and you're given the task of buying a present for each of the following people. See the list of gifts below.

People

A. Harry Skinner, a cab driver_____
B. Marsha Truelove, a Red Cross volunteer_____
C. Freddy Faster, a sixth-grade A student_____
D. Abigail Watson, a senior citizen_____

Which of the following gifts would you choose for each? Select the gift and place it in the space by the name.

Gifts

a desk dictionary	a leather jacket
a rocking chair	a make-up kit
two tickets to the opera	a David Cassidy album
a pair of skis	a first-aid kit

2. Can you match the person to the quality in the right hand column with which he or she is usually associated? Place the letter of the quality in the space to the left of the stereotypes.

Stereotypes	Qualities
____ 1. blondes	a. lack respect for adults
____ 2. fat people	b. aren't scholars
____ 3. redheads	c. smoke cigars
____ 4. teenagers	d. have more fun
____ 5. athletes	e. are glamorous
____ 6. professors	f. are hot-tempered
____ 7. politicians	g. are always jolly
____ 8. actresses	h. are absent-minded

Why do you think you usually associate certain qualities with a particular type of person? Can you think of people who do not have the qualities you indicated? For instance, can you think of a blond who does not always have more fun?

3. For the following list, place an **M** beside each that you think should be a male occupation. Place an **F** beside each that you think should be a female occupation. Place an **E** beside each that you think is OK for **either** males or females.

____ accountant	____ mechanic
____ architect	____ mortician
____ bricklayer	____ nurse
____ bus driver	____ optometrist
____ carpenter	____ pilot
____ cosmetologist	____ plumber
____ counselor	____ sailor
____ dishwasher	____ secretary
____ forester	____ teacher
____ highway patrol officer	____ tile setter
____ lawyer	____ travel agent
____ librarian	____ veterinarian
____ mail carrier	

Look over the letters you wrote beside each occupation. For each one that you indicated an M or an F, can you think of an example of someone of the opposite sex in that occupation? _____

_____

_____

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Do you think that an E could be put beside every occupation? Why or why not?

_____

_____

D. AN ATTRACTIVE CAREER. Among people you know (or people you have heard about), whose job would you most like to have? Describe this person's qualities, explain his or her career, and also tell why you might like it. (**Warning:** Don't limit yourself because of bias or stereotypes!)

_____

_____

_____

_____

_____

_____

Section 2: Exploring Careers

Activity 4: How to Find Out What People Do

Objective: *to find out about several tools you can use to explore careers and jobs*

A. **GUESSING WHAT PEOPLE DO.** Below is a list of occupations followed by a list of questions. Use the letters "**a - n**" to answer the questions. You may have to use the letters more than once.

a.	actor	f.	park ranger	k.	mechanic
b.	welder	g.	musician	l.	social worker
c.	banker	h.	architect	m.	lawyer
d.	chemist	i.	reporter	n.	hotel clerk
e.	dental assistant	j.	carpenter		

In which occupations do the people:

1. mostly work outdoors?_____
2. use machines or tools to build or fix things?_____
3. deal mostly with other people?_____
4. create art and/or express creativity?_____
5. drive a vehicle on the job?_____
6. keep things in order and are accurate with details?_____
7. use blueprints or diagrams?_____
8. discover new facts or solve problems?_____
9. perform in front of others?_____
10. study or practice for years?_____

B. **WAYS TO FIND OUT ABOUT OCCUPATIONS.** When you start thinking about beginning a career and selecting an occupation, you should find out as much as you can about the various possibilities and the different jobs within those occupations. Your decision will be a little easier if you know something about jobs that may interest you.

Many ways to find out about occupations are available. Your teacher and your counselor or occupational specialist can be helpful as you explore occupations.

1. **CHECK OUT COMPUTER AND PRINT RESOURCES.**

Listed below are a few resources that you may find in the library or in the counseling center. (Here's your chance to dive into the ocean of material available!)

a. PreVIEW - a looseleaf notebook containing information about 266 careers. These are arranged by career fields.

b. Computerized exploration with programs such as
   - CHOICES Jr
   - Discover Jr
   - E-WOW: Explore the World of Work

c. Print resources such as
   - the *Occupational Outlook Handbook*
   - the *Dictionary of Occupational Titles*
   - *Florida VIEW* (Vital Information for Education & Work)
   - The Career Box and The Job Box
   - Career Discovery Encyclopedia
   - CareerSearch (a game format)

2. **WATCH PEOPLE WORKING**

For one week, list every job you see being done. You should actively look for different jobs. Jot down what you like about each one and what you don't like. Make a sheet like this:

Date	Job	What I like	What I don't like

3. TALK WITH PEOPLE ABOUT THEIR WORK.

From your list, choose the two jobs that seemed most interesting to you. Think of people you know who have these jobs and ask them if you can talk with them about their jobs. At the interviews, find out

- what they do,
- how they chose their occupations,
- how they prepared for them,
- what they like about their jobs, and
- what they don't like about their jobs.

Tell your class about one of the interviews.

Activity 5: You - In What Career?

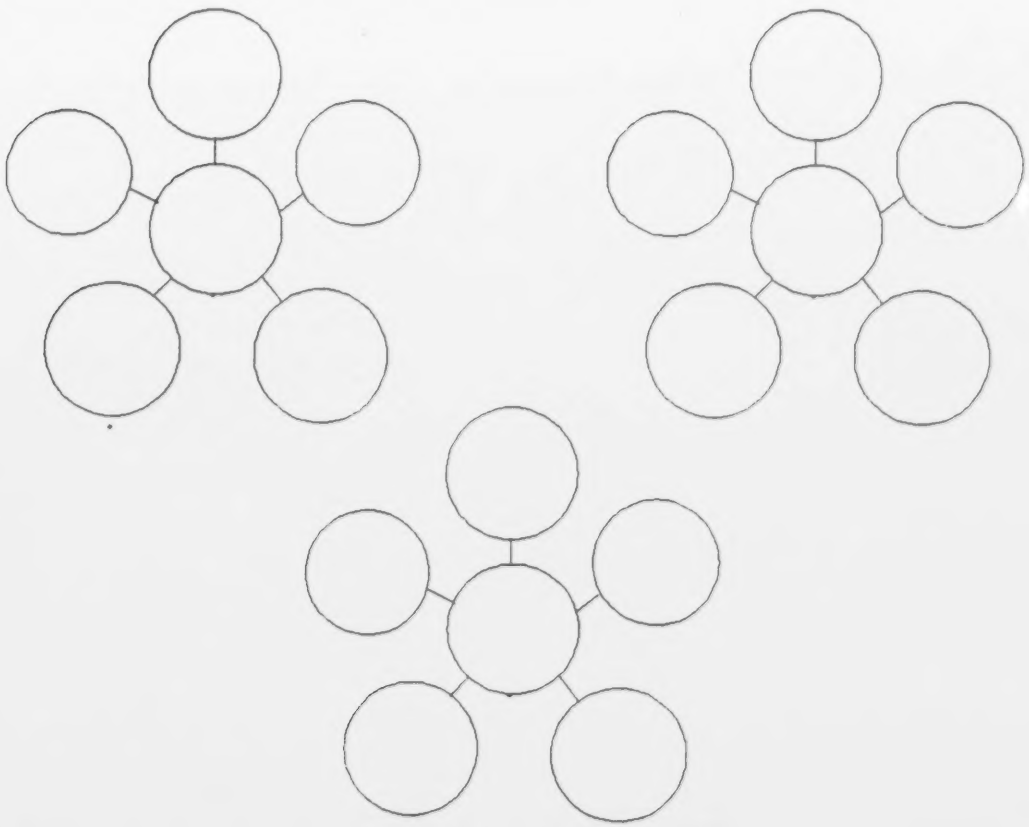
Objective: *to choose the three career areas that you have the most interest in (realizing that your choices may change later)*

Keeping in mind your successes, interests, skills, aptitudes, and personal qualities, do you think there are some occupations that match you? **Key idea:** The better the match between you and your occupation, the more content you will be in the world of work.

If your school has the resources available, you will be given the opportunity to explore ways that your interests and personal qualities match certain kinds of jobs. You can do this by computer, with paper-and-pencil surveys, or through volunteer work in the community!

Keep in mind that these results and experiences give you several kinds of information. But there is no magic program that can give you the answer to your life. You should use all the information you collect to make your career decisions.

A. **SUBJECTS AND CAREERS.** Decide what your three best and/or favorite classes are. Get a diagram for each one from your teacher and fill in the circles below. Put one school subject in the middle and fill in the surrounding circles with any related jobs that look interesting to you and that you think you could learn to do. Do this for each of the three favorite classes you chose.



B. **PEOPLE TYPES.** Another way of tying jobs and people together is to consider broad "people types." What kinds of people enjoy which jobs? If you know what you are like - which "type" you are - you may find that you would enjoy occupations similar to those held by people like you - people of the same type you are. Remember, though, that everyone is really a mix of types - often with traits of at least two types.

Your teacher may give you the chance to work with a survey outside of class. When you have finished, you may be able to complete these sentences.

- I seem to be type(s)_____
  _____
- From the list of career choices given, I think I might like (you may list several)_____
  _____

C. **WORK PREFERENCES.** Complete the following sentence by checking the one in each pair that is more important to you.

I would like a job where I can:

1. _____ work with other people.
   _____ work alone.

2. _____ work outdoors most of the time.
   _____ work indoors most of the time.

3. _____ repair or build machines.
   _____ use machines.

4. _____ work with my hands.
   _____ use my whole body (sports, dance).

5. _____ earn a lot of money, even though the job has risks.
   _____ earn an average amount in a job that has no risks.

6. _____ move around most of the day.
   _____ sit or stand in one place.

7. _____ do new or a variety of things.
   _____ do the same thing most of the time.

8. _____ be clearly told what to do.
_____ tell people what to do.

9. _____ solve people's problems.
_____ solve mechanical problems.

10. _____ think, create, and learn.
_____ do hard physical work.

Look at the 12 career areas following this section and the examples of jobs listed. Your teacher will tell you more about worker traits and abilities.

D. **CHOOSING CAREER AREAS.** Now that you have done some career exploration and self analysis, you should be able to focus on a few "areas or groups" of careers for further exploration. You may have the chance to take the USES Interest Inventory, CHOICES Jr Activity Checklist or some other interest inventory. List your top ranked three career areas.

1. _____

2. _____

3. _____

If you have used CHOICES Jr, your teacher will tell you how to compare your results of career fields to the 12 career areas in this book.

E. **CHOOSING SAMPLE JOBS.** Use lists of examples of jobs from the 12 career areas in this book and other resources your teacher may have. List sample jobs for your top ranked career areas.

CAREER AREAS	EXAMPLES OF JOBS
1. _____	_____
	_____
2. _____	_____
	_____
3. _____	_____
	_____

F. REVIEWING AND REVISING YOUR DECISIONS. If you look back on some of the decisions you have made so far, you may feel a little uneasy. You may ask yourself:

Did I answer each question honestly? Can I really do what I said I could do? Are the interests I checked off really my interests, or did I check what my friends like? I haven't done much yet so how do I know what I like? Do my grades really tell me anything, especially if I know I can get better grades?

These are normal reactions to have. It is important to realize that you will not be locked in at this point. As you change by developing new interests, gathering more information, and learning new skills, you will probably want to review and change your decisions.

In the next section, you will learn the importance of setting goals and making plans to meet them. And you will see that it is OK to review them and change them, if necessary.

Twelve Career Areas

Career Areas	Occupational Areas	Jobs
Artistic	arts	aerial photographer, glazier
	music	teacher, singer
	dance	teacher, choreographer
	amusement	announcer
	visual	graphic designer, cartoonist
	drama	actor, director
	modeling	instructor, model
	literary	writer, editor
Humanitarian	social services	psychologist, cleric, dean
	nursing & therapy services	nurse, therapist
	child & adult care	nursery-school attendant, crossing guard
Industrial	production work	press operator, dry cleaner, candy maker
	production technology	loom fixer, molder, taster, glassblower
	elemental work	gluer, miller, weaver, polisher, lever tender
	production control	lab tester, egg candler, grader (poultry)
Physical Performing	physical feats	acrobat, juggler, rodeo rider
	sports	coach, umpire, jockey
Mechanical	quality control	cargo inspector
	engineering	architect, waste-management engineer
	skilled hand & machine work	film developer, blaster, stage technician
	managerial work	flight-control manager, house builder
	craft technology	plasterer, carpenter, house builder
	equipment operation	hoist operator, bulldozer operator
	engineering technology	drafter (cartographic), navigator, flight engineer
	material control	meter reader, parts clerk
	systems technology	water-treatment-plant operator
	elemental work	kitchen helper, cleaner (hospital), garbage collector
	air & water transportation	flying instructor, pilot, tugboat captain
	land & water vehicle operation	truck driver, deckhand
Business Detail	clerical machine operator	typist, food checker
	clerical handling	deliverer, file clerk, messenger
	records processing	travel clerk, mail carrier
	financial	cashier, bank teller
	oral communication	hotel clerk, dispatcher
	administrative	school secretary, court clerk
	mathematical	bookkeeper, payroll clerk

Twelve Career Areas

Career Areas	Occupational Areas	Jobs
Persuasive	sales technology	sales agent, pawnbroker, peddler, vendor
	general sales	wholesaler, retailer, auctioneer
Nature	animal care/training	horseshoer, dog groomer, horse trainer
	general supervision	supervisor of parks, supervisor of vineyards
	elemental work	cowpuncher, trapper, logger
	managerial	fish farmer, animal breeder
Accommodating	barbering & beauty services	barber, cosmetologist
	hospitality services	social director, butler, flight attendant
	passenger services	bus driver, chauffeur
	customer services	fast-food server, salesclerk
	attendant services	baggage checker, ticket taker, bellhop
Social/Business	services administration	principal, curator, superintendent
	mathematics & statistics	actuary, software technician, systems analyst
	business management	hotel manager, store manager
	social research	economist, archivist, urban planner
	contract & claims	claims adjuster, real-estate agent
	finance	trust officer, treasurer
	education & library service	librarian, teacher, county agriculture agent
	promotion	foreign-service officer, lobbyist
	law	lawyer, judge, magistrate
	communications	editor, reporter, translator, newscaster
	regulations enforcement	investigator, mine inspector
	business administrator	station manager, airport manager
Scientific	laboratory technology	criminologist, embalmer, cryotechnologist
	physical	physicist, astronomer, geologist
	medical	pediatrician, dentist, veterinarian
	biological	entomologist, botanist, biochemist
Authoritative	safety & law enforcement	harbor master, police or fire chief, detective
	security services	jailer, bodyguard, gatekeeper, border guard

Section 3: Setting Goals and Making Plans

Activity 6: Why Set Goals?

Objective: *to explain why it is important to set goals and plan your future*

Why is it a good idea in making career decisions to set goals and to make plans to reach your goals?

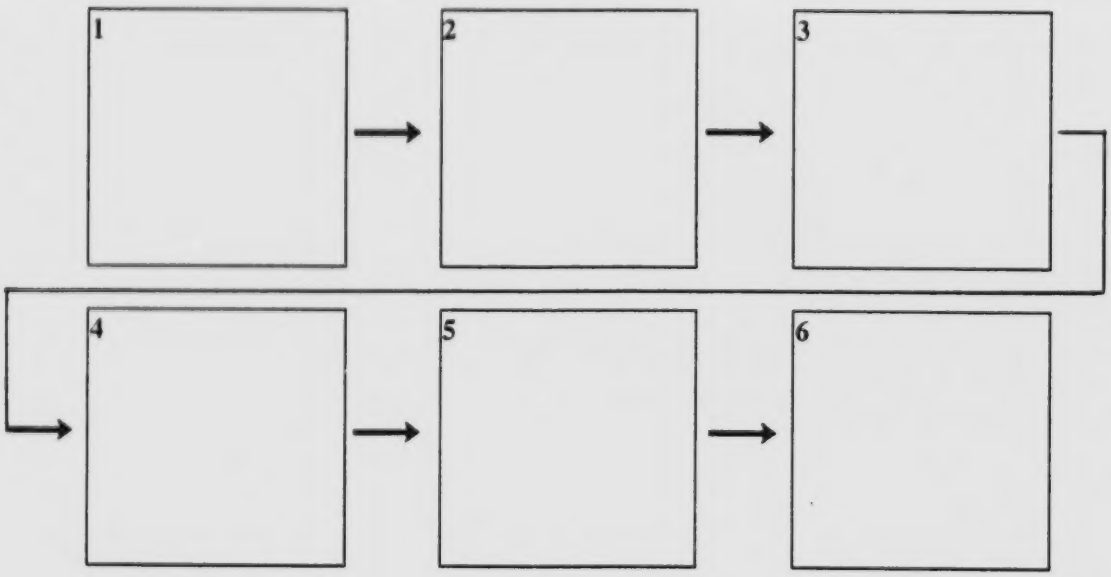
- Goals give you a direction and purpose in your life.
- Goals help you make good decisions and keep you on track.
- Goals give you a good feeling because you are in control of your life.
- Even if goals or plans change, you will get closer to where you want to be than if you had no goals.

You will have many kinds of goals. If you decide what you would like to be doing in the future, you are making a long-term career goal, which is like choosing a destination. Then, to reach a long-term goal, you set several short-term goals, which are like check points along your path.

A. SETTING GOALS. One long-term goal I have is to _____

_____

To reach this goal, my short-term goals are:



B. WHAT GOALS DO YOU WANT TO ACCOMPLISH? Consider some possible goals for you in your life. Fill in the following blanks with examples of short-term goals for the next six months and long-term goals for the next year to five years.

In the next six months:

1. _____

2. _____

In the next year:

1. _____

2. _____

In the next five years:

1. _____

2. _____

C. **WHAT ACTIONS ARE NECESSARY TO ACCOMPLISH YOUR GOALS?** Look at the goals you have written in Part B. Decide what you will have to do to achieve these goals and write in the following blanks the necessary actions.

In the next six months:

1. _____

2. _____

In the next year:

1. _____

2. _____

In the next five years:

1. _____

2. _____

D. RESPONSIBILITY AND CONTROL

1. You control your life by the CHOICES or decisions you make. What are some areas in which you make choices in your life? Selecting friends may be one example of something you choose. Can you think of others?

_____

_____

2. Check how strongly you agree or disagree with the following statements about life decisions.

	Strongly Agree	Agree	Disagree	Strongly Disagree
• People have a lot of control over what happens to them.	_____	_____	_____	_____
• Things happen to us mostly by chance.	_____	_____	_____	_____
• We should feel responsible for everything that happens to us.	_____	_____	_____	_____
• Only adults make important decisions.	_____	_____	_____	_____
• People at different ages have control of different decisions.	_____	_____	_____	_____

3. Check how much control you would have in each of the following:

	Much Control	Some Control	Little Control
• trying out for a school play	_____	_____	_____
• staying home while your family is on vacation	_____	_____	_____
• playing on a school team	_____	_____	_____
• smoking	_____	_____	_____
• spending or saving earned money	_____	_____	_____
• staying healthy	_____	_____	_____
• being a leader in school	_____	_____	_____

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Activity 7: What You've Done about Your Career Planning So Far

Objective: *to check off which career competencies you have completed and make plans for completing the rest*

A. **PERSONAL PROGRESS CHECKLIST.** Check off the competencies you have completed. When you complete a competency, you have reached a goal.

Yes	No	
		Personal
_____	_____	I can list activities that I like and can do.
_____	_____	I can identify personal qualities that describe me.
_____	_____	I can list my skills.
_____	_____	I can list three career areas that I want to explore.
_____	_____	I know what I value and what is important to me in a job.
		Career Planning
_____	_____	I can state why setting goals is important.
_____	_____	I can state why career planning is important.
_____	_____	I understand how my interests and abilities affect my career choice.
_____	_____	I have a tentative career goal that matches my interests and abilities.
_____	_____	My parents are aware of my career goals and my plans.
		Educational
_____	_____	I can identify my academic strengths and interests.
_____	_____	I can list occupations related to my best subjects.
_____	_____	I can identify people who can help me with my career plan.
_____	_____	I know the graduation requirements for my high school.
_____	_____	I have completed a four-year plan for high school.
_____	_____	I have identified the training/education I need after high school.
		Occupational
_____	_____	I have identified work conditions that are important to me.
_____	_____	I understand why work is important.
_____	_____	I am aware of current changes in the world of work.
_____	_____	I can state how work conditions affect career choices.
_____	_____	I can find and use sources to explore careers.
_____	_____	I can state how educational goals are related to job levels.
_____	_____	I know how to begin preparing for careers in which I am interested.
_____	_____	I understand how stereotyping, bias, and discrimination, by me or others, can limit career choice and opportunity.

B. **COMPETENCIES NEEDED.** With your teacher, review those competencies that you have not yet achieved and make plans to finish them by the end of the year.

1. For each competency (goal), estimate the time you have to complete it.

_____

_____

2. List ways (strategies) you could use to achieve this goal.

_____

_____

_____

3. Choose the best strategy.

_____

_____

4. Plan what to do step by step

_____

_____

_____

_____

5. Follow these steps to reach the goal.

6. Repeat steps 1 through 5 for each competency (goal).

Section 4: Relating Careers and Education

Activity 8: What Can You Get Out of School?

Objective: *to state the relationship between school achievement and career choices*

A. **THE IMPORTANCE OF SKILLS AND KNOWLEDGE.** The more skills you have, the more valuable you will be as an employee. The more you know, the better your job opportunities.

Put a check by the name of the person (in each pair) who will probably have the more rewarding job someday.

1. _____ Dave spent his summer vacation before high school hanging out with his friends and watching lots of TV.
   _____ Kathleen did yard work for her neighbors and learned how to repair a lawn mower.

2. _____ Mary took drafting in high school and can now read blueprints.
   _____ Mike dropped out of school and is working part time as a delivery person.

3. _____ Melvin took chemistry and algebra and studied hard for his tests.
   _____ Michael, Melvin's twin, took easy courses and often went to the movies instead of studying.

B. **OVERCOMING OBSTACLES IN YOUR PATH.** If you have a goal, you can use your time in school to get some of the skills and knowledge you will need. The higher your goals, the harder you may have to work!

Choose the best route for you. Though you may be able to reach your goal by any of several routes, school is often the shortest and the most reliable one. Look at school as an opportunity and make it work for you.

Activity 9: How Much Education and Training Do You Need?

Objective: *to determine the amount of time you are willing to spend for training and education.*

A. **GUESSING GAME.** You will be shown pictures or videotaped scenes of a variety of people at work. For each one, guess how long it probably took the worker to learn the task being performed.

a. about a week	d. four years in college
b. two years	e. several months
c. a few hours	f. childhood through adult

1. _____	4. _____	7. _____
2. _____	5. _____	8. _____
3. _____	6. _____	9. _____

B. **JOB LEVELS.** Within a career area (which is a grouping of related jobs), there are levels of jobs. These levels are based on the **amount of training and education** a person must have to get his or her first job in that area.

- **Professional level.** These jobs take years of training and education (usually a college degree, and sometimes additional study at a professional school).
- **Technical level.** These jobs can take from several months to two years of intensive training (usually at a technical or vocational school).
- **Direct-entry (nontechnical) level.** These jobs usually require a high school education, and the tasks can be learned on the job.

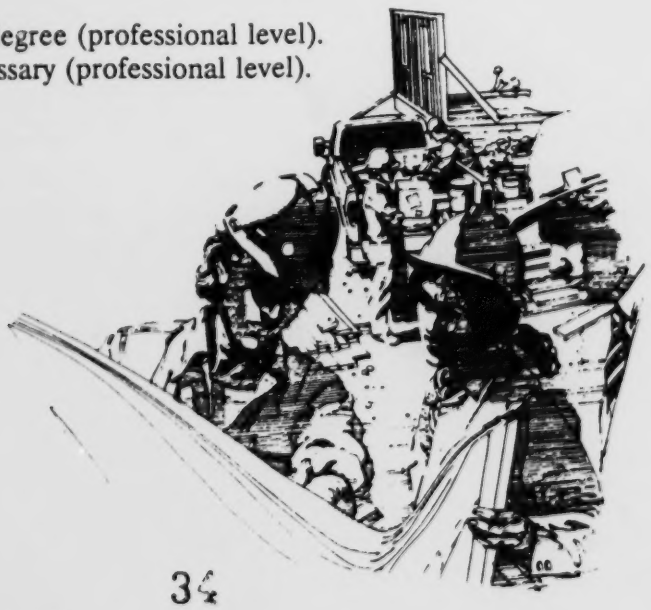
Important: During the course of their lives, many people move from one level to another, like climbing a ladder. They build on their experiences, changing interests, and opportunities. Many return to school for additional training and education as they move from one level to another. A career could keep one occupied for a lifetime!

C. **YOUR COMMITMENT.** Keeping in mind that any job will take some training and education, how much effort are you willing to put in? What are your aspirations and hopes? (Since most jobs now require a high school education, we start there.)

1. My first-choice career area is_____
My level of commitment for this area is
_____ high school (direct-entry level).
_____ community college or vocational-technical training -- up to two years (technical level).
_____ four or five-year college degree (professional level).
_____ college, plus more if necessary (professional level).

2. My second-choice career area is_____
My level of commitment for this area is
_____ high school (direct-entry level).
_____ community college or vocational-technical training -- up to two years (technical level).
_____ four or five-year college degree (professional level).
_____ college, plus more if necessary (professional level).

3. My third-choice career area is_____
My level of commitment for this area is
_____ high school (direct-entry level).
_____ community college or vocational-technical training -- up to two years (technical level).
_____ four or five-year college degree (professional level).
_____ college, plus more if necessary (professional level).



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Activity 10: Look for Answers Everywhere!

Objective: *to identify and use a variety of resources to help you choose and plan for career goals*

A. **RESOURCES.** As you probably know by now, you have many things to think about as you try out career goals and plans. Making choices and plans is a complicated business, and you will probably appreciate all the help you can get. Put a check next to any of the following resources that you have used and would use as you choose your goals and make your career plans.

_____ library materials	_____ counselor
_____ adult family members	_____ people working in the career
_____ radio	_____ books
_____ peer-group friends	_____ teachers
_____ adult friends or acquaintances	_____ computer programs on career exploration
_____ newspapers (feature articles, want ads)	_____ TV (showing someone on the job)

B. **PROJECT.** You will have a week to work on choosing a general career goal. You have chosen three career areas that interest you. Now you will have a chance to think about these areas and one of your own goals.

Using at least five of the above resources, write (or give orally) a brief report about one career area (do not choose a specific job or occupation).

Explain
- what one of your general career goals might be,
- what you found out about the career area,
- how you found out about it, and
- why it seems to fit you.

C. **NEWSPAPERS.** Work in a small group and look over the want-ads from a Sunday newspaper. Select at least three occupations advertised and determine what you can learn about the job from the advertisement. Select one ad that gives the most information and share with the rest of the class.

Activity 11: Planning Your High School Path

Objective: *to review several suggested programs of study for high school and choose the best one for you*

A. DEVELOP SEVERAL POSSIBLE HIGH SCHOOL PROGRAMS. A high school program is the sum of high school courses you take that ideally, will lead you toward your chosen goal. So, before you decide on classes you want to take next year, you need to think about what kind of a program you want to complete during your entire high school years. You will probably change your mind along with way but it is better to work towards a goal than to choose classes every year with no goal in mind.

1. Considerations in selecting high school programs:

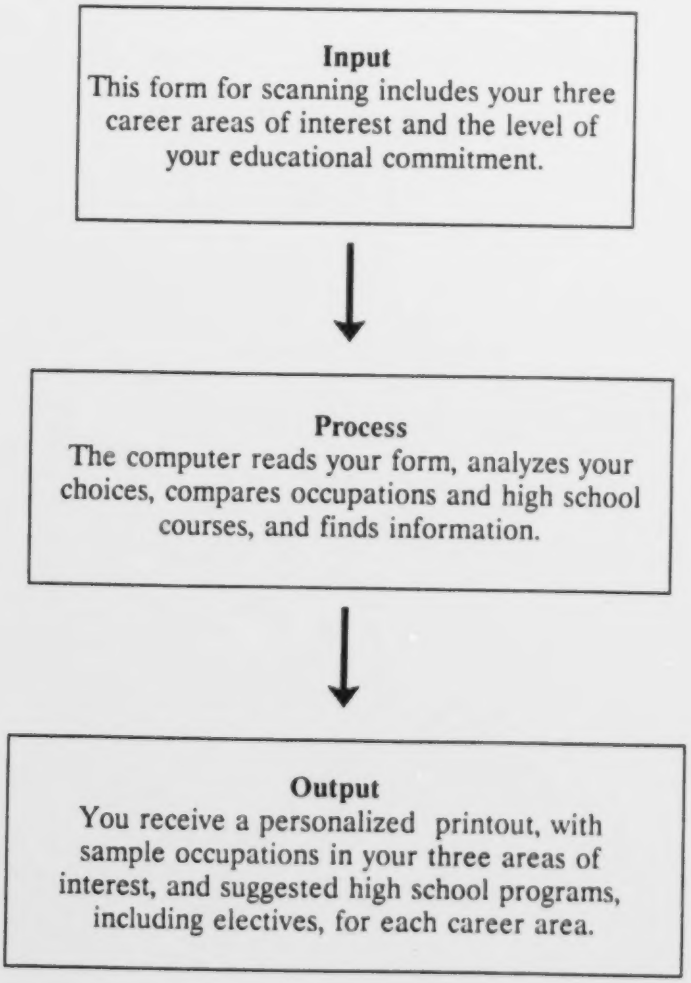
- Aptitudes and interests - learn to make decisions about what you are good at doing and what you like to do.
- Career areas - think about general career areas that you are interested in and examples of possible occupations.
- Levels of training - decide the amount of education and training that you are willing to complete before starting a career.

2. Sources of help in deciding on a high school program:

- Visit the high school you will be attending to see what they offer.
- Visit vocational-technical schools in your area to see the programs available.
- Meet with your counselor or the high school counselor where you will be attending.
- Learn the requirements for graduation.
- Review list of courses available at the high school you will be entering.
- Find out about requirements for any specific programs such as vocational programs or Florida Academic Scholars.
- Learn about certain courses you should take to continue your education after high school such as those needed to enter vocational programs or college.

B. **DETERMINE POSSIBLE COURSES FOR HIGH SCHOOL.** After deciding on a possible high school program, you are now ready to select classes for each year. There are several ways to do this.

1. **Use the Florida Computer-Assisted Career Planning System.** If your school has access to this computerized system, you will be given an opportunity to use it at this time. You have already completed many of the exercises in this book and have decided on possible career areas and levels of training that you wish to complete. You should now be able to complete the computer form that your teacher will give you. The following diagram shows you how the process will work.

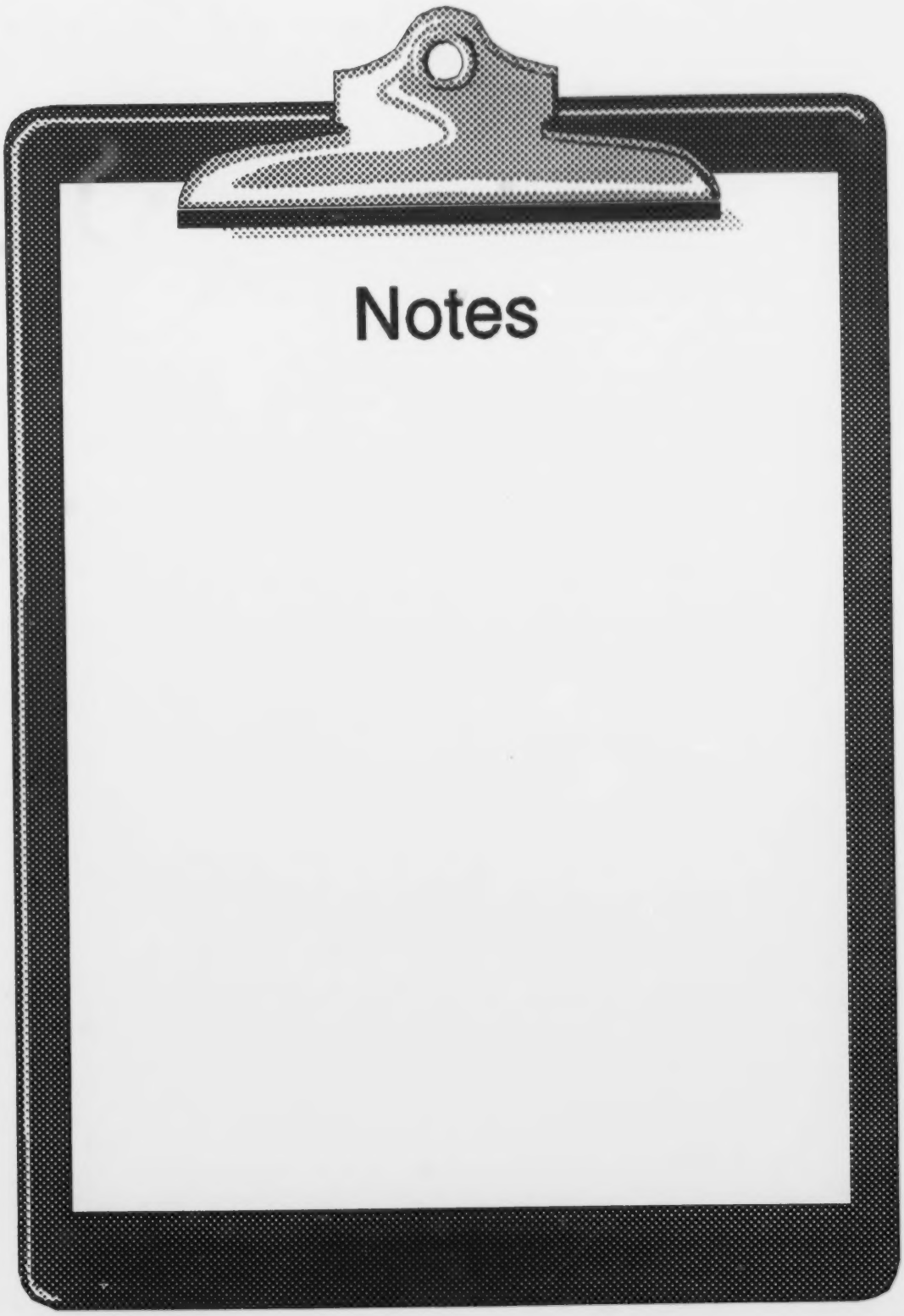


2. **Write trial plans of study.** If you do not have access to the Florida Computer-Assisted Career Planning System, your teacher will give you a form that you can use to draft three possible plans. The following outline will help you do this:

   - Select three career areas that interest you.
   - Identify the education and training needed for each one.
   - Write three possible plans that would help you reach each occupational goal using resources listed in section A-2 on page 31.

C. **SELECT A HIGH SCHOOL PLAN.** At this point you have several appropriate high school plans to help you decide on where to begin next year. It is now time to pick one high school program and **enter it into your Career and Education Planner.** Since this is a very important decision for you, you will want to discuss it with people who know you and want to help you. So, review these plans with your parents and your counselor and revise them if necessary.

D. **REGISTER FOR THE NINTH GRADE.** You are now ready to enroll in classes for next year.



Notes

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FACILITATOR'S GUIDE FOR CAREER PLANNER ACTIVITIES

Pathways
TO YOUR FUTURE

Pathways to Your Future

Facilitator Guide

for

Career Planner Activities

Published by
Department of Education
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Overview of Pathways to Your Future

The purpose of ***Pathways to Your Future*** is to assist students in setting tentative career goals and in developing ways to achieve their goals. The program has been developed to achieve the objectives in the *Blueprint for Career Preparation* that include preparing our youth to enter the world of work and continue their education. Students begin the process during their middle school years and continue it into adulthood. If the program helps students to fulfill the objectives of the *Blueprint*, cooperation is required between students, educators, and parents. There are three interrelated activities of the program including:

1. *Career Planner Activities*
2. *Florida Student Career and Education Planner*
3. *Florida Computer-Assisted Career Planning System*

The Career Planner Activities is a student booklet with an accompanying Facilitator's Guide that can be used in a classroom or small group setting. It consists of a sequentially planned curriculum designed to guide students through career orientation and exploration. The activities enable students to make choices about their own interests, abilities and possible career areas. Students enter information about themselves in their individual booklets and the students keep them when the activities are completed.

The *Florida Student Career and Education Planner* is a folder to assist students in making career and education plans throughout their high school years. After completing the *Career Planner Activities* in the eighth grade, students begin entering information about themselves and their high school program in their folders with assistance from a school advisor and parents. The folders will be sent to their articulating high schools and reviewed yearly to update information and assist them in planning courses for the following year.

The *Florida Computer-Assisted Career Planning System* develops specific information for students to assist them in making choices for their high school programs. After completing the *Career Planner Activities*, the students indicate their possible career choices. In return, students receive a description of selected career areas, current information about possible occupations, and sample plans of high school courses appropriate to fulfill their career choices. The courses suggested will be available at their articulating high school and will also include suggested electives.

Student Career Development Competencies

The following table lists career development competencies for the middle grade students that were used as a basis for the Blueprint for Career Preparation. It also indicates the activities in this program that would support these objectives.

	CAREER PLANNING & EXPLORATION		EDUCATIONAL/VOCATIONAL DEVELOPMENT			SELF KNOWLEDGE		
	Life Roles & Careers	Planning & Decision Skills	Jobs & Needs of Society	Career Information	Achievement & Career Opportunities	Developmental Stages in Decision Making	Interacting With Others	Positive Self Concept
MIDDLE SCHOOL - 7TH-8TH GRADE: CAREER ORIENTATION AND EXPLORATION	Understand how sex role stereotyping, bias, and discrimination limit career choices, opportunity and achievement.	Understand the skills needed in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.	Relate careers to the needs and functions of the economy and society.	Locate, understand and use career information.	Relate educational achievement to career oppotunity.	Develop and use skills for coping with physical and emotional conditions that can impact decisions.	Practice skills for interacting with others.	Develop and use a positive self concept for career development.
RELATED ACTIVITIES	3	6, 7, 11	4, 5, 9	4, 5, 10	8, 9, 11	6, 7, 8	2, 3, 7	1, 2, 3
		Understand the process of career exploration and planning.		Identify types and levels of work performed across a broad range of occupations.	Understand the attitudes necessary for success in work and learning.			
RELATED ACTIVITIES		7, 9, 11		4, 5, 9	1, 8, 9			
		Assess personal attitudes, interests and abilities relative to career clusters.						
RELATED ACTIVITIES		1, 5						

Implementation Strategies

Good planning is vital to ensure that students receive adequate assistance in selecting their high school program and that the process continues during their high school years. Following is a list of suggestions for planning and implementing ***Pathways to Your Future*** at the classroom, school, and county level.

Classroom:

Send letter of explanation to parents.
Conduct group meeting of parents to explain program.
Plan curriculum as unit of total year's plan.
Select appropriate time during year so that activities are completed prior to selection of high school courses.
Show introductory video available from Bureau of Career Development and Educational Improvement.
Complete exercises in *Career Planner Activities*.
Include at least one formal interest survey.
Use Computer-Assisted Career Planning System if available.
Invite high school counselor if possible.
Conduct individual advisement sessions to review possible plans and to begin the *Career and Education Planner*.
Register for courses for the following year.

School:

Form committee composed of a teacher, counselor, administrator, and a representative from the articulating high school to develop a plan of action.
Use Teachers as Advisors Program to implement if available or decide on other appropriate time in schedule which would be available to all students.
Participate in training on implementation of program provided by the Bureau of Career Development and Educational Improvement or district personnel.
Lead training for all staff who will be serving as facilitators.
Oversee the implementation and have necessary resources available.
Plan the transfer of materials to the articulating high schools and process to review folders yearly.

County:

Name one person who has responsibility to oversee ***Pathways to Your Future***.

Select county-wide overseeing committee composed of a representative from each school's committee.

Decide on basic implementation procedures that need to be uniform at all middle schools.

Determine public relations strategies to inform community of initiative and importance of parent involvement.

Determine uniform follow-up procedures at high schools to insure continuation of program.

Review impact to students and develop changes in strategies.

Objectives of the Career Planner Activities Booklet

After they have completed the activities in the booklet, students will be able to do the following:

- identify their personal strengths and successes
- describe their skills, aptitudes, and interests
- identify positive personal qualities and prioritize values that may influence their career decisions
- locate and use resources (print, computer, human) for career orientation and career exploration
- relate knowledge of self and interests to career areas
- describe how their career goals can and will change as their interests change
- recognize that goal setting, self-motivation, and daring to dream are important
- identify the three career areas that are of greatest interest to them
- identify which career competencies have been (and are being) completed during the middle school years
- make plans for completing the career competencies still needed
- state the relationship between school achievement and career choices
- relate several career choices to the amount of education and training needed, and select the highest level of education necessary to achieve career goals
- demonstrate the ability and willingness to use a variety of resources for pursing career goals such as parents, teachers, advisors, the library, and the computer
- develop a high school program of study based on tentative career goals

Use of Facilitator's Guide

This guide is meant to be a tool for you - the teacher, counselor, or occupational specialist - the person who will guide the eighth grader through career orientation and exploration activities to achieve the goal of the *Blueprint for Career Preparation*. In using this guide, note the following:

- The format of the Facilitator's Guide is the same as the *Career Planner Activities*. The student workbook is divided into four main sections:

  Section 1: Getting to Know Yourself
  Section 2: Exploring Careers
  Section 3: Setting Goals and Making Plans
  Section 4: Relating Careers and Education

- Within each section are several activities defined by specific objectives. Each activity may include several exercises designed to help students achieve the objective of the activity. You as the facilitator are encouraged to choose the ones that you feel would be most successful with your students and to supplement the exercises with any other activities or materials you may have.

- The resources, exercises and suggestions are meant to be a guide for you in facilitating the developmental process with your students. After the students have completed the exercises in the *Career Planner Activities*, they will have fulfilled the objectives outlined in the Introduction of this Facilitator's Guide.

- After completing the exercises in the *Career Planner Activities*, the students are prepared to begin their *Florida Student Career and Education Planner*. Its purpose is to help organize and unify information and materials for their career and education planning. The activities in the student booklet help them think about themselves, gather information, explore options and analyze data. There is no explanation to the students directly in the student booklet about how to transfer information from the booklet to the Planner. References are included in this guide to explain how you can help students transfer information.

- These activities also prepare students to use the *Florida Computer-Assisted Career Planning System*. After completing the activities in the booklet, students should be ready to indicate choices on a form that will be read by an optical scanner. The students will prioritize career areas of interest and educational levels of entry to those occupations. Based on this input, the students will receive an individualized print-out with sample plans of high school programs and information about their career choices.

Contents of Facilitator's Guide

Each section of the guide parallels the *Career Planner Activities* booklet. For each activity, the following are presented:

Objective statement.

Materials, which are generally included in either the booklet or the guide.

Additional Resources, recommended to supplement the student activities. In some activities, additional resources are not suggested.

Important: Most of these resources are selected from the *Resource Guide for the Blueprint for Career Preparation*: A *Listing of Career Development Books, Software, Kits, and Materials,* Tallahassee, FL: Florida Department of Education, 1991.

The *Resource Guide* is a bibliography with thorough annotations of career-planning materials. An Index by Blueprint Level is included so that the competencies of the Blueprint plan are also clearly keyed to the materials. It is strongly recommended that you obtain the *Resource Guide* as a supplement to this document. Contact the Bureau of Career Development and Educational Improvement, (904) 488-0400 or (800) 342-9271, for information about ordering this document.

Introduction, a brief summary of the activity. It may also include transitional material, reminders of previous experiences, and points to emphasize.

Suggested Procedure, a step-by-step list of events for the activity with an estimated time frame. Notice that steps related to the specific student exercises are indicated with a title in bold. Pre-class preparation, instructions, and discussion topics are suggested.

Other steps have no titles because they are supplemental to the exercises (introductions, definitions of terms, transitions, etc.).

Optional steps have also been included so that the instructor can "customize" the instruction.

Section 1: Getting to Know YOURSELF

Activity 1: Your Personal Strengths and Successes

Objective: *Students will be able to identify their strengths and successes*

Materials
Career Planner Activities

Additional Resources
"Interest Inventory", in Best Practices for Career Development Infused into the Regular Curriculum (BP). Language Arts, Grade Six. Tallahassee, FL: Bureau of Career Development and Educational Improvement, 1990.

Introduction
The goal of this activity, as well as the next, is to give students an opportunity to summarize what they have learned about themselves so far. In earlier grades they have probably done several self-awareness activities, such as the "Personal Self-Awareness Diary for a Week," the "Mushroom Patch," and the "Interest Inventory" - all included in BP.

Throughout the eighth grade, students will tie their specific interests, skills, and aptitudes to career choices.

Suggested Procedure

1. Emphasize how important it is for students to think about their potential careers during the eighth grade; since they will live with the consequences of their decisions, they need to think carefully about their decisions and plans.

2. Remind students of the self-awareness activities that they did in earlier grades. They should recognize that each person is unique and can make a special contribution to the world. The better they know themselves (including their interests, skills, and aptitudes), the more likely they are to find the career that is most rewarding to them.

3. **Exercise A (Interests).** Determine whether the students have taken an interest inventory and whether they remember their scores within the categories given. Ask them what they learned about themselves. Ask why they may want to remember these interests when thinking about careers. (45 min.)

   Note: Have students copy results in table called "**Interests**" of Planner.

4. **Exercises B through E.** After students complete these exercises, use them as points of departure for discussion by asking students to share their responses. Emphasize that each person is unique, with different interests and strengths. (15-20 min.)

5. **Exercise F ("Me" Collage).** Instruct your students to make a collage entitled "Me!" Provide each student with a 12 x 18 inch sheet of thick construction paper or thin cardboard. They should collect and cut out pictures, words, and symbols that are representative of themselves-things they like to do, things they own, things they would like to own, places they've been, people they admire, etc. Then they are to paste these pictures, words, and symbols onto their sheets of construction paper to make a collage. Instruct the students not to sign them.

   After the individual collages are completed, display them in the classroom. First, have the students try to guess who made each collage. Next have each student explain to the class all the items in his/her collage. Note for the class that the collages are all somewhat different-unique-just as each person, while having much in common with all others, is a different and unique individual.

   You will probably need several class periods to complete this project or it can be assigned as homework. Try to have a lot of magazines with pictures available for the students. Magazines such as Ms., Ebony, Black Sports, Women in Sports, Auto World, etc., should be included. The greater the variety of magazines, the better.

6. **Exercise G (Discussion questions).** Guide a discussion to tie together what students have learned about themselves.

Activity 2: Your Skills, Aptitudes, and Interests

Objective: *Students will be able to identify their skills, aptitudes, and interests*

Materials
Career Planner Activities

"Descriptions of Aptitudes" (Appendix A)

Additional Resources
Bolles, Richard Nelson. *What Color Is Your Parachute?* Berkeley, CA: Ten Speed Press, 1988. (revised yearly) (See pp.74-80)

Introduction
Each person has unique skills, aptitudes, and interests. In a complex society, everyone can play a constructive role since so many different tasks need to be performed. It is obvious that no one person can do everything. A community, like a sports team, must share talents and skills to get things done.

Suggested Procedure

1. Use an analogy, such as the following, to stress that everyone has unique skills and talents and that each has something to offer. "Think about a soccer team. People unite to win the game. On the team, for example, one member may be the leader, encouraging the others to try harder. Another may be the organizer or strategist, planning the pass plays. Someone else may be fast and skilled in dribbling the ball down the field. Another may be good at receiving passes and angling the ball for a goal. Each is needed to play the game well. And that's just the offense!"

2. Define terms often used in identifying people's strengths:

   A *skill* is a behavior (task, action) that one has learned and can do well.

   Interests are those behaviors or activities we do because we like them.

   An *aptitude* is a measure of how easy it is for a person to learn a new skill (the natural ability of a person to learn a new skill).

   These are all closely related in an individual because usually people enjoy doing those things they do well or learn easily. And as people learn new skills or have opportunities to try new activities, their interests may expand and change. (10 min.)

After discussing the definitions of these terms, you may have the students write their own definitions and have several students share them. It is very important that they understand the differences between these terms.

3. **Exercises A-1 and A-2 (Skills).** Ask students to focus first on academic skills. You may stress that what they are learning in school will help them in many ways and in many kinds of jobs. (10 min.)

   Note: Have students copy results in table called **Academic Skills** of Planner.

4. **Exercise B-1 (Extra-Curricular Activities).** Again, their interests in extracurricular activities usually reflect their skills and aptitudes. (5 min.)

   Note: Have students copy results in table called "**Interests**" of Planner.

5. **Exercise B-2 (Minisurvey of Interests).** Point out the wide variety of activities that are recognized as important skills related to the world of work. Students should recognize that no one person can or would want to do every activity listed. Yet all these skills are important in one way or another. (25 min.)

6. **Exercise C-1 (Your Aptitudes).** Students should now look at the activities they marked off in column 2 "would try." Have them indicate (using numbers) as many activities as they think they could learn rather easily. Remind them that these may be clues to their aptitudes. (5 min.)

7. **Exercise C-2 (Aptitude Descriptions).** After explaining the descriptions in Appendix A, have students suggest examples of skills for each category. They should write the examples in the space provided. Then have each student check his or her best four. (15 min.)

   Note: Have students copy results in table called "**Aptitudes**" in Planner.

8. **Exercise D (An Accomplishment).** The goal of this exercise, based loosely on one in the Bolles book, is to help students recognize skills they have used successfully in the past. They are asked to explain why they felt good while involved in this successful activity. If your class is comfortable with discussion, you may ask some of the students to share their examples. (15-20 min.).

Important. Be sensitive to those students who may have low self-esteem and who don't think they have had any success. If you have a chance, work with them privately. Have them look again at the minisurvey. Encourage them to think in terms of "little" triumphs-whatever they have felt good about. If they are still unsure, have them visualize an activity that they would like to accomplish in the future, and stress that they have not yet had an opportunity to show what they can do!

Activity 3: Your Personal Qualities and Values

Objective: *Students will identify their positive qualities and prioritize values that may influence their career decisions*

Materials
Career Planner Activities

Values Clarification. Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard. New York: Hart Publishing Company.

Additional Resources
Attitudes for Work: Going Places with Your Personality. Kahn, Charles; Tong, Robert; and Jew, Wing. Belmont, CA: Fearon Education, 1987.

Group Interest Sort. The National Center for Research in Vocational Education, Ocala, FL: Southern Media, 1987.

Life Skills: Me and My Future. Hooker, Dennis, and Hooker, Almut. New York: Educational Design, 1985.

Myers-Briggs Type Indicator: Form G, Self-Scorable. Myers, Isabel B., and Briggs, Katherine C. Palo Alto, CA: Consulting Psychologists Press, 1987.

Rokeach Value Survey and The Nature of Human Values. Rokeach, Milton. Palo Alto, CA: Consulting Psychologists Press, 1983.

The Values Scale. Nevill, Dorothy D., and Super, Donald E. Palo Alto, CA: Consulting Psychologists Press, 1985.

What Color Is Your Parachute? Bolles, Richard Nelson. Berkeley, CA: Ten Speed Press, 1988. (See pp. 110 and 133-134.)

Introduction
Part of self-awareness is to realize the core of who one really is, in terms of personality (personal traits or qualities) and values. Since most eighth graders are probably in an unsettling period of personal change and discovery, they may find it difficult to identify these things in themselves or to talk about them. But they should begin to be aware that a relationship should exist between the kind of person each is and the position in life he or she may choose.

The brief exercises included in the booklet are meant as an introduction only. Depending upon your interests and the time and the resources available, you may wish to explore these topics further. Several personality and values measures, as listed above, are appropriate for this population.

Suggested Procedure

1. Briefly discuss what is meant by the concept *personality*.

   List the following personal qualities on the board:

helpful	calm
firm	cheerful
angry	honest
adventurous	polite
neat	enthusiastic

   Ask students for more adjectives that can be used to describe personality, or the way people are. Ask students what jobs would be appropriate for each of the qualities listed. List these jobs on the board, and draw lines to match jobs and qualities. (20 min.)

2. **Exercise A (Minisurvey of Personal Qualities).** Clarify any of these terms before students begin. Stress that they should be as honest as possible when they do the exercise-only they will see it. Encourage them to set goals for any improvement they wish to make. (10 min.)

3. Present the concept of *values* as individual beliefs about what is important in life. We form these beliefs because of what we learn, observe, or experience in our lives. And we often make decisions based on our values. (5 min.)

4. (optional) Select a strategy such as "Who's to Blame?" from the Simon, Howe, and Kirschenbaum book. Read the story and ask students to rank-order the four characters in the story. Who is the most villainous? Discuss their various answers, pointing out that differences in rankings are probably related to students' different values. (20 min.)

5. **Exercise B (Minisurvey of Values).** Explain that this is a **minisurvey**, that many other important values could be listed, such as religious beliefs and the importance of family, friends, winning, and loyalty. But these values have been selected because they often influence career-related decisions.

   They should put a **1, 2, or 3** by each of the values. (10 min.)

6. **Exercise C (Stereotypes).** Discuss stereotypes with the students. Labels sometimes fit individuals and groups. Often people and groups are complex and a simple label does not adequately cover them. This is what stereotypes are all about. There are labels suggesting that an individual or all members of a group share a negative or positive quality. A stereotype is an image we have in mind that covers individuals and groups. If we say women are weak and men are strong, that is a stereotype covering individuals and groups. It is obviously not true, since we know of many women who are physically strong and men who are physically weak. Such stereotypes are often used, even though they are not accurate.

   When we make value decisions about people based upon stereotypes and without considering the accuracy of the labels, we are engaging in prejudiced thinking.

   Have your students complete Exercise C - "Stereotypes."

   Discuss with the students how stereotypes have changed through history. Allow time for discussion of the answers to the exercise and how these answers could influence future career choices. After students have completed the exercises, mention "stereotype-free thinking". For example, stress that in the last exercise, all answers should be "E."

7. **Exercise D (An Attractive Career).** This exercise can be given as either an in-class or an overnight assignment. Ask students to share and discuss their descriptions within small groups. (1-2 hrs.)

Section 2: Exploring Careers

Activity 4: How to Find Out What People Do

Objective: *Students will able to locate and use resources (print, computer, human) for career orientation and exploration*

Materials
Career Planner Activities

Additional Resources
Activities for the "Occupational Outlook Handbook." Cabaup, Barbara M. Bloomington, IL: Meridian Education Corporation, 1989.

The Career Box and *The Job Box*. Largo, FL: Careers, 1985.

Career Development Inventory. Super, Donald E.; Thompson, Albert S.; Lindemand, Richard H.; Jordan, Jean P.; and Myers, Rogers A Palo Alto, CA: Consulting Psychologists Press, 1979.

Career Discovery Encyclopedia. Largo, FL: Careers, 1989.

CareerSearch. Largo, FL: Careers, 1988.

CHOICES Jr, Bureau of Career Development and Educational Improvement. Tallahassee, FL: Department of Education, 1991.

Dictionary of Occupational Titles. U.S. Department of Labor. Indianapolis, IN: JIST Works, 1988.

Discover, Iowa City, IA: American College Testing, 1988.

Exploring Careers: The World of Work and You. Indianapolis, IN: JIST Works, 1990.

Guide for Occupational Exploration (GOE). Harrington, Thomas F., and O'Shea, Arthur J., eds. Circle Pines, MN: American Guidance Service, 1984.

Occu-Facts: Information on 565 Careers in Outline Form. Largo, FL: Careers, 1989-90.

Occupational Outlook Handbook. U.S. Department of Labor. Indianapolis, IN: JIST Works, 1988-89.

PreVIEW, Bureau of Career Development and Educational Improvement. Tallahassee, FL: Department of Education, 1990.

Worker Trait Group Guide. Appalachia Educational Laboratory. AEL Career Exploration and Planning Program. Bloomington, IL: Meridian Education Corporation, 1988.

Career Cruiser, Bureau of Career Development and Educational Improvement, 1991

Introduction

Using what is available from the list of resources, students should find out how to explore the many kinds of occupations. Encourage them to do some exploration. At this point, they should not feel pressured to decide on their own occupations, but they should "window-shop."

Suggested Procedure

1. Begin this section with a clarification of the following terms and concepts:

   A *career* is like a path that an individual takes within the world of work. The path leads through all the training, decisions, jobs, steps, and promotions. Having a satisfying career takes planning and a sense of direction.

   Occupations are broad fields, each one composed of related jobs in the world of work.

   Within an occupation are many jobs. A *job* is made up of a set of tasks done by one person.

   For example, someone with a **career** in education may begin as a volunteer teacher's aide, then earn a teaching degree in college, teach English several years in high school, and serve as head of a language arts department. This person may then go back to school to become a principal.

   Carpentry is an example of an **occupation**. A carpenter might have a **job** building cabinets, framing a house, or designing and building outdoor furniture. The skills and knowledge in these jobs, such as information about wood type and sizes and the ability to use a blueprint and tools, are related.

2. **Exercise A (Guessing What People Do).** Point out that when exploring careers, students should find out several kinds of job facts, such as job location, kinds of skills used, work environment, and the amount of training required. This exercise should prompt them to think about differences among familiar jobs. Discuss their responses as a class. (15 min.)

   Key:

   1. b, f, i, j
   2. b, j, k
   3. a, c, e g, i l, m, n
   4. a, b, g, h
   5. f, i, l
   6. c, d, e, l, m, n
   7. b, e, h, j, k, n
   8. d, i, l, m
   9. a, g, i, m
   10. d, g, h, m

3. **Exercise B-1 (Check Out Computer and Print Resources).** Career exploration should be fun for the students. Since resources vary among schools, you will have to structure the exploration opportunities accordingly. It is suggested that students be given at least two hours.

4. **Exercises B-2 and B-3.** One purpose of these exercises is to encourage students to carefully observe members of their community and all the many jobs that have to be done. Another is to encourage students to use people in the community as resources-to talk with them, to gather information about jobs and about career decisions.

   Give students a week to complete the interviews. (This will enable them to arrange convenient times.)

   Note: If some students have difficulty finding someone to interview, suggest that they interview their parents or an adult relative, a favorite teacher, a store owner in their neighborhood, or a priest or minister. Encourage them to do the interview orally if they prefer. Suggest that they tape the interview (they must ask the person for permission first, however).

5. (optional) Arrange a series of visits by interesting and dynamic people in the community. Prepare students ahead of time by "planting" several questions, such as: how did the interviewees choose their careers and why; what do they like and dislike about their jobs; how much training and education was required; what career opportunities exist in their occupations; and what advice would they give to interested students.

6. (optional) Arrange field trips to work locations within the community or neighboring communities. Small groups of students could be accompanied by parent volunteers or teacher aides.

Activity 5: You-In What Career?

Objective: *Students will be able to relate knowledge of self and interests to career areas and describe how career goals can and will change as interests change*

Materials
Career Planner Activities

"Some Occupations Related to Interests and Abilities" (Appendix B)

"Definitions of the Twelve Career Areas" (Appendix C)

Additional Resources
Career Assessment Inventory: The Enhanced Version. Johansson, Charles B. Minneapolis, MN: National Computer Systems, 1986.

Career Directions. Changing Times Education Service. St. Paul, MN: EMC Publishing, 1990.

CEPP Compusort. AEL Career Exploration and Planning Program. Bloomington, IL: Meridian Education Corporation, 1989.

Florida VIEW. Bureau of Career Development and Educational Improvement and Education Improvement. Tallahassee, FL: Department of Education, 1989.

Interest Based Career Decision Test (IBCD). Winter Park, FL: D.C. Jaeger Corporation, 1989.

It's a New World. Manhattan, KS: ACE Distribution Service, 1989.

JOB-O. CFKR Career Materials. Ocala, FL: Southern Media Systems, 1989.

School Subjects = Careers. Ocala, FL: Southern Media Systems, 1988.

SEEK: Self-Evaluation and exploration Kit. Moravia, NY: Chronicle Guidance Publications, 1982. Rev. ed. 1990.

The Self-Directed Search: A guide to Educational and Vocational Planning. Holland, John L. Tallahassee, FL: Florida Department of Education, 1985. Note: Version Self-Directed Search Form E(easy) is recommended for the eighth-grade audience.

What Color Is Your Parachute? Bolles, Richard Nelson. Berkeley, CA: Ten Speed Press, 1988. (See pp. 68-98.)

Worker Trait Group Guide. Appalachia Educational Laboratory. AEL Career Exploration and Planning Program. Bloomington, IL: Meridian Education Corporation, 1988.

Introduction

Using what is available from the above list or resources, students should now begin to think in terms of selecting broad career areas that match their interests, skills, personal qualities, and values. The wealth of opportunities in job choice should be stressed. Assure students that each one of them can eventually find the ideal occupation if they put some effort into their search. Also, reassure them that it is not unusual for people to change their minds as they grow and develop. It is important to have a goal and keep on task, even if the goal changes.

Suggested Procedure

Note: The exercises included in the *Career Planner Activities* booklet cover some of the main ideas of matching people and jobs. As much as possible, you should substitute the resources listed above, since they are more thorough and research-based than the exercises in the booklet.

It is important that each student be able to choose three career areas from the twelve. The exercises and resources are meant to guide students to that point.

1. **Exercise A (Subjects and Careers).** Before class, make several copies of the circle diagram (Appendix B). Place the separate (uncollated) diagrams in the front of the room. Explain to the students that they will first select their three favorite school subjects and then see some possible careers that are related. (20 min.)

   Alternatives: *School Subjects = Careers*

   It's a New World (stresses math and science)

2. **Exercise B (People Types).** A number of interest surveys have been developed. Some are available to be purchased; others are in the public domain. Again, using the resources available at your school, provide some opportunity for students to explore their interests in more depth.

   Remind students that the results of these surveys should be combined with other pieces of information they are gathering. Since their interests are still changing, they should not feel "locked in" by these results. On the other hand, these surveys may point out valuable information about themselves that they had not realized before. They should use such information to help them in career planning.

   The students may fill in Exercise B (People Types) as an option. Surveys based on Holland's RIASEC theory of personality types, for example, describe people as "realistic," "investigative," "artistic," and so on. (Time to take surveys will vary.)

Alternatives: *Job-O*

Self-Directed Search Form E(asy)

Career Assessment Inventory: The Enhanced Version

3. **Exercise C (Work Preferences).** Remind students that when they explored various occupations, job descriptions gave them a good idea of what to expect. Now they should think about their own preferences for job characteristics and conditions. (10 min.)

   Alternatives: *CEPP Compusort*

   Explain the system of job classification used by the Department of Labor and others - that is, a system based on whether the work is primarily with people, things, or ideas/data. See Bolles for examples and explanations. Refer students to the two pages about career areas. Also refer to Appendix C (taken from "Worker Trait Group Guide"), go over the twelve areas, characteristics of workers, and samples of occupations within each area.

   You may have them refer to Activity 5A in which they selected occupations based on their favorite school subjects and see if they can determine which career area those examples would fit.

   You may also divide the class in small groups and supply them with some of the resources listed in Activity 4B. Their task will be to identify other examples of jobs within each career area. You may wish to have the groups compete against each other to see which group can determine the largest number of examples.

4. **Exercise D (Choosing Career Areas).** If available, you may administer the USES Interest Inventory from the U.S. Department of Labor. Have the students record their top three career areas.

   If you choose, you may also use CHOICES Jr or the Florida VIEW. The results are based on a different taxonomy or listing of 20 career areas rather than the list of 12 as described above. Refer to Appendix D for an explanation of how to compare results of CHOICES Jr with those from the USES Interest Inventory.

   Note: Have students copy results in table called "Career Areas" of **Planner**.

5. **Exercise E (Choosing Sample Jobs).** Refer students to example of occupations in booklet, CHOICES Jr, Career Book, or Florida View, and also have resource material used in Exercise C. Have them select examples of occupations for their top ranked career areas.

   Note: Have students copy results in table called "Career Goals" of **Planner**.

6. Explain once again that they may change (most people do) and they will not be locked firmly into a single path at this point. See comments in the booklet.

Section 3: Setting Goals and Making Plans

Activity 6: Why Set Goals?

Objective: *Students will be able to explain why it is important to set goals and dream about one's future*

Materials
Career Planner Activities

Additional Resources
Career Skills. Kelly, Joan M., and Volz-Patton, Ruth. Mission Hills, CA: Glencoe Publishing Company, 1987.

Planning Your Career of Tomorrow. Paradis, Adrian. Lincolnwood, IL: VGM Career Horizons, 1986. (Focus is on future careers.)

Introduction
Students should be encouraged to set goals and make plans. By doing so, they are taking responsibility for their lives. Students should regard the availability of many options in the world of work as both a challenge and an opportunity. The decisions are not necessarily easy to make, but students will live with the consequences.

Suggested Procedure
1. Discuss with the class the importance of setting goals. **Ask,** "Why is it a good idea to make career decisions in your life, to set goals, and to make plans to reach your goals?"

   Desired responses:

   - Setting goals gives us direction, something worthwhile to aim at, and a purpose in our lives.

   - Setting goals keeps us on track and we are more likely to make good decisions to reach the goal. If we are not heading anywhere in particular, it is easy to drift along and end up where we do not really want to be.

- Setting goals makes us feel good about ourselves because we are taking some responsibility for and control of our lives. Reaching smaller goals and checkpoints along the way can give us a sense of accomplishment.

- Even if goals or plans change, we will get closer to where we want to be than if we had no goals.

  In many countries, students are placed into career paths very early, and it is not easy for them to change direction. These decisions for students are based on their test scores. In this country, however, choices are left to individuals. But since no one is telling students what to do, they have to play an active role in deciding what path to take. That can be harder, but it is usually more satisfying!

  We should set goals that challenge us to reach our best dreams. We should balance our dreams with reality. We shouldn't demand too little of ourselves-we should aim as high as we dare. But we shouldn't demand the impossible of ourselves either.

2. Discuss long-term and short-term goals, using the following examples.

   Long-term goals:

   - I will play in a famous rock band.

   - I will be an anthropologist. (**Ask** students whether they know what this career is.)

   - I will own an auto-repair shop.

   Ask students how they might accomplish each of these goals. "What do you think you would have to do in order to become a rock musician?" To reach long-term goals, you begin by setting several short-term goals or steps.

   Short-term goals:

   - To become a musician, I will learn to read music, learn to play the guitar, and study music history and harmony.

   - To become an anthropologist, I will take college-track courses in high school, read books about other cultures, study a foreign language, and major in anthropology in college.

To own an auto-repair shop, I will complete an automotive repair program in high school, I will work as an apprentice or get specialized training, and I will take several business and management courses.

3. **Exercise A (Setting Goals).** Have students decide on a potential long-term goal first and write it on the lines provided. Have them also write the goal (abbreviated) in the last box.

   They should then ask themselves, "To reach this goal, what do I have to do?" Write in the short-term goals needed to reach the long-term goal, working either backwards or forwards. (If they need more boxes, they can use another piece of paper.)

   Some students may prefer to list the short-term goals as statements instead of writing them in boxes. Remind them to put these statements in chronological order. (20 min.)

   Review their work individually (at least 5 min. per student). Encourage students to talk with their parents about their goals.

4. Ask students how comfortable they are with their decisions so far. **Ask** a leading question, "Do you think your goals can be changed?" You may use the following suggested comments.

   - The answer is yes. You will probably make many changes; in plans, in career goals, and even in careers. Surveys have found that people change careers many times during their lives as they discover new interests and alternatives.

   - Think back about yourself, for example. When you were five, what did you reply when people asked you what you wanted to be? Your answer was probably close to what your mom, dad, or others you knew had chosen to be.

   - When you were nine, did you have a different answer? You probably knew about more jobs by then, and also you knew a little more about yourself.

   - Although your horizons are even broader now, you are still learning and changing.

A key idea is that it's not wise to cut off your options too early so that you miss an opportunity later. Be aware of the possible consequences of your decisions. For example, a person may miss out on a rewarding career by dropping out of school early. If you take only the easiest academic courses in high school, you may not be prepared to do the work expected by an excellent college. Set high goals and stick to your plans to reach them! (10 min.)

5. **Exercises B & C.** Have students brainstorm as a group appropriate examples of short-term and long-term goals. Then have them write their own goals in part B and what they need to do to achieve their goals in part C.

6. **Exercise D (Responsibility and Control).**

   Explain to the students that (1) the skill used in making any decision will greatly affect its outcome, and (2) the amount of control they exercise over the decision will give positive or negative direction to the outcome.

   You might use the example: "How do the courses we select in school affect whether we stay in school or get a job?"

   Have the students complete "Responsibility and Control" and discuss the answers they gave in each section. Discuss the reasoning behind their choices. Relate these choices to the goal of career decision-making skills and outcomes.

Activity 7: What You've Done about Your Career Planning So Far

Objective: *Students will be able to identify those career competencies they have already completed during middle school years and make plans for completing the career competencies still needed*

Materials
Career Planner Activities

Introduction
Many of the competencies listed in the checklist have been covered in earlier years. After completing the planner activities, students will have covered many but not all of the remaining competencies.

Suggested Procedure

1. **Exercise A (Personal Progress Checklist).** Have students check off those competencies that they now have or think they have completed. Point out that these competencies are really short-term goals leading to long-term career goals. (15 min.)

   When they have finished, go through the list a section at a time to see how many have completed the competencies. Some will be completed soon-the competency "I have completed a four-year plan for high school," for example. You may need to explain some terminology, such as the terms stereotyping, bias, and discrimination in the last competency.

2. **Exercise B (Competencies Needed).** Students may consider how to achieve goals by completing individually Exercise B. They may also work in groups. Divide the class into four small groups. Have each member select one of the competencies he/she indicated in part A that was not completed. For example, use "I am aware of current changes in the world of work." Direct each small group to determine a plan to complete a competency identified as incomplete for each member of group. They may select one example and share with the entire class. (20 min.)

Section 4: Relating Careers and Education

Activity 8: What Can You Get Out of School?

Objective: *Students will be able to state the relationship between school achievement and career choices*

Materials
Career Planner Activities

"Overcoming Obstacles in Your Path" (Appendix E)

Introduction
Students should be aware that their options for career choices will be made broader by higher achievement in school. They should realize that competition for certain jobs and careers is very great. For example, a student must have a high grade-point average to enter a school of veterinary medicine.

Suggested Procedure

1. **Exercise A (The Importance of Skills and Knowledge).** Remind students that if they have goals, they can plan steps that will help them better reach their goals. Using their time well in school is one way. Have them do the exercise. The preferred answers may seem rather obvious, but you can use the exercise as a basis for discussing these key ideas. (15 min.)

2. **Exercise B (Overcoming Obstacles in your Path).** Duplicate and distribute the "unlabeled" version of the illustration, "Overcoming Obstacles in Your Path." Discuss it as an analogy to setting and reaching goals. Draw out their suggestions for overcoming the obstacles shown and have them write the possibilities. Discuss the following comparisons: (20 min.)

   - If pursuing a career is like following a path, you will probably face some problems or challenges along the way. This illustration shows that you may not have a straight and easy path to reach your goal.
   - If you came to a river, what are some of the skills you could learn so that you could cross it?
   - If you came to a cliff, what are some of the skills you could learn to climb it?
   - When you reach your goal, how will you feel?

What are some real-life obstacles that you might run into on the way to your goal?

3. **Conclusion.** Tie in education and training as a way to overcome obstacles. Remind students that any of several paths could lead to their goals; parents, counselors, and teachers can advise about the best path for each student.

Activity 9: How Much Education and Training Do You Need?

Objective: *Students will be able to relate several career choices to the amount of education and training needed and select the highest level of education they plan to achieve*

Materials
Career Planner Activities

"Examples of Occupational Levels" (Appendix F)

Teacher-prepared materials

Additional Resources
Kaleidoscope of Careers. Kansas Careers. Ocala, FL: Southern Media Systems, 1987. (series of videotapes illustrating various occupations)

Your Career Game Plan. Bureau of Career Development and Educational Improvement and Educational Improvement. Tallahassee, FL: Department of Education, 1984.

Picture Interest Exploration Survey. Mahoney-Posey, Elizabeth. Largo, FL: Careers, 1987.

Introduction
In preparation for planning their high school program of study, students should realize that there is a relationship between levels of occupation and the level of education and training required. To achieve their career goals, students should be prepared to make the appropriate level of commitment to their education and training.

Suggested Procedure
1. **Preparation for Exercise A.** Prepare for this exercise ahead of time. Use the resources listed above to help you structure this exercise. If they are not available, consider preparing a videotape (from television programs), using personal slides of people in action, or mounting illustrations on posterboard. Select nine distinct occupations that obviously require different amounts of training. Be sure to prepare your answer key.

   Some suggested occupations include carpenter, store clerk, teacher, lawyer, musician (violinist), baseball player, bag boy, dental assistant, bicycle repairer, automotive mechanic, librarian, typist, and news reporter.

   You may also organize small groups of students to collect and prepare pictures illustrating a variety of occupations.

2. **Exercise A (Guessing Game).** In class, show the examples you have prepared. Have students guess the time required to learn the task shown. Some of them may have difficulty answering, especially if they haven't thought about how job skills are acquired. However, they should begin to see that some jobs are more complex than others and that they require more education and training. (20 min.)

   If you used small groups to prepare examples, each group can lead the rest of the class in the same discussion.

3. **Exercise B (Job Levels).** Prepare and distribute the "Examples of Occupational Levels" (Appendix F). Using those examples and the examples in Exercise A, discuss levels of jobs within career areas and the amount of training required for each level. (10 min.)

4. Stress that people select different career paths. Some will set their goals for the professional level immediately, making plans to attend college and then a professional school, such as medical school. Others will plan to work for a time, get more training, and then find a better job. They move up through the levels, like a ladder. Because of experiences, changing interests, and opportunities, they change and adjust their original goals.

5. **Exercise C (Your Commitment).** In preparation for the computerized Florida program-planner experience, students must be ready to state the three career areas in which they are most interested. Within each area, they should also be ready to state how much education and training they are willing to invest.
   For Activity 5, they selected and wrote in their three career-area choices. Now they should be ready to consider how much education they are willing to commit for each one. (20 min.)

   Note: There is no problem if some students select the same level for all three areas.

   Note: Have students copy choices in table called "**Career Areas**" in Planner.

Activity 10: Look for Answers Everywhere!

Objective: *Students will demonstrate the ability and willingness to use a variety of resources (such as parents, teachers, advisors, the library, and the computer) for choosing and planning for career goals*

Materials
Career Planner Activities

Additional Resources
Local libraries, the school media center, career guidance center, etc.

Introduction
Students have made a few tentative decisions about some of the directions they could take. They will now choose one career area from which to do a more focused report that requires them to use many of the resources available.

Suggested Procedure

1. Depending upon local resources, arrange for a least one visit to places where students can return for their research project. With resource people, such as the librarian, media coordinator, and counselor, prepare an orientation to the career guidance materials.

2. **Exercise A (Resources).** Have students check the resources they might use and indicate which ones would be the most helpful to them in planning their career goals. Then discuss their answers. Point out that some of these resources might be more objective or more informative than others. Discuss the advantages and disadvantages of each. (20 min.)

   Note: Have students copy results in table called "**Sources of Information about Careers**" of Planner.

3. **Exercise B (Project).** Assign the project as described in the *Career Planner Activities* booklet. Then take the class to the resource center as arranged. Give them the planned orientation to the resources. Encourage them to return and use the resources as they do research for their project. (5 hrs.)

4. **Exercise C (Newspapers).** Divide the class into four groups and give each a copy of the want ads from a Sunday newspaper. After determining information about jobs, let each group share an example. Emphasize that up-to-date information about jobs is readily available.

Activity 11: Planning Your High School Path

Objective: *Students will be able to develop a high school program based on tentative career goals and they will be able to select courses for the ninth grade that start fulfilling their goals*

Materials

Career Planner Activities

Florida Student Career and Education Planner

Florida Computer-Assisted Career Planning System. Bureau of Career Development and Educational Improvement, Tallahassee, FL: Florida Department of Education, 1991.

"High School Program of Study" Appendix G

Additional Resources

County graduation requirements
Lists and descriptions of courses available at articulating high schools
Requirements for special programs

Introduction

After completing many of the activities in this book, your students should be able to begin planning a high school program. It is very important for them to understand that this process only starts at this time and programs can be changed during high school.

Suggested Procedure

1. **Exercise A-1 (Considerations in Selecting High School Programs).** Begin by reviewing concepts they have learned in this program. Stress the importance of being able to make decisions about themselves.

2. **Exercise A-2 (Sources of Help).** Your role is very significant to gather information so your students can make the most informed choices. It is of utmost importance that your students have the opportunity to know about all the possibilities for them. You may first want to acquaint them with programs available and then provide opportunities to visit several places.

   It is suggested that all students have the opportunity to visit articulating high schools and area vo-tech centers to see the kinds of classes and programs available to them. This will help them in beginning to understand the connection between education and careers.

It is also suggested that you contact your local director of vocational education to assist you in sharing opportunities available to your students. For those interested in a vocational program, it is important for them to learn about it during the eighth grade. Many of the vocational programs have to be planned during the ninth grade and are completed during the last three years of high school. Other programs are started during the last two years of high school and completed during two years of a community college program. So planning a high school program is very important to these students.

3. **Exercise B-1 (Florida Computer-Assisted Career Planning System).** Determine if your county has this available. In some places, you may be able to use it in your school. If it is available in your district, you need to obtain the computer forms, have your students complete them, and send them for processing as directed by your district personnel.

   You will receive an extensive and highly personalized print-out for your students. It consists of two sections:

   - Information about sample occupations within the career areas they indicated; and

   - Several sample plans of high school programs with courses available at their articulating high school.

4. **Exercise B-2 (Write Sample Plans of Study).** You may begin this process with a discussion of basic concepts such as:

   What is a credit?
   What is graduation?
   What is a prerequisite?
   How many credits are needed to graduate?

   Copy appendix G for students and also have as many of the suggested resources available as possible. You may wish to work with them very closely in filling in required classes.

5. **Exercise C (Select a High School Plan).** It is best to schedule an individual session to select appropriate high school plan. Parent involvement at this point is also very important.

   Note: Have students complete tables called **"Graduation Requirements"** and **"High School Planner"** in the Planner.

APPENDIX A

DESCRIPTIONS

OF

APTITUDES

DESCRIPTIONS OF APTITUDES

Descriptions of Aptitudes

1. **General Learning** - Understanding instructions, facts, and underlying reasoning. Being able to reason and make judgements. Closely related to school achievement.

2. **Verbal** - Understanding meanings of words and ideas. Using them to present information or ideas clearly.

3. **Numerical** - Doing arithmetic operations quickly and correctly.

4. **Spatial** - Looking at flat drawings or pictures of objects. Forming mental images of them in three dimensions-height, width, and depth.

5. **Form Perception** - Observing detail in objects or drawings. Noticing differences in shapes or shadings.

6. **Clerical Perception** - Observing details and recognizing errors in numbers, spelling, and punctuation in written materials, charts, and tables. Avoiding errors when copying materials.

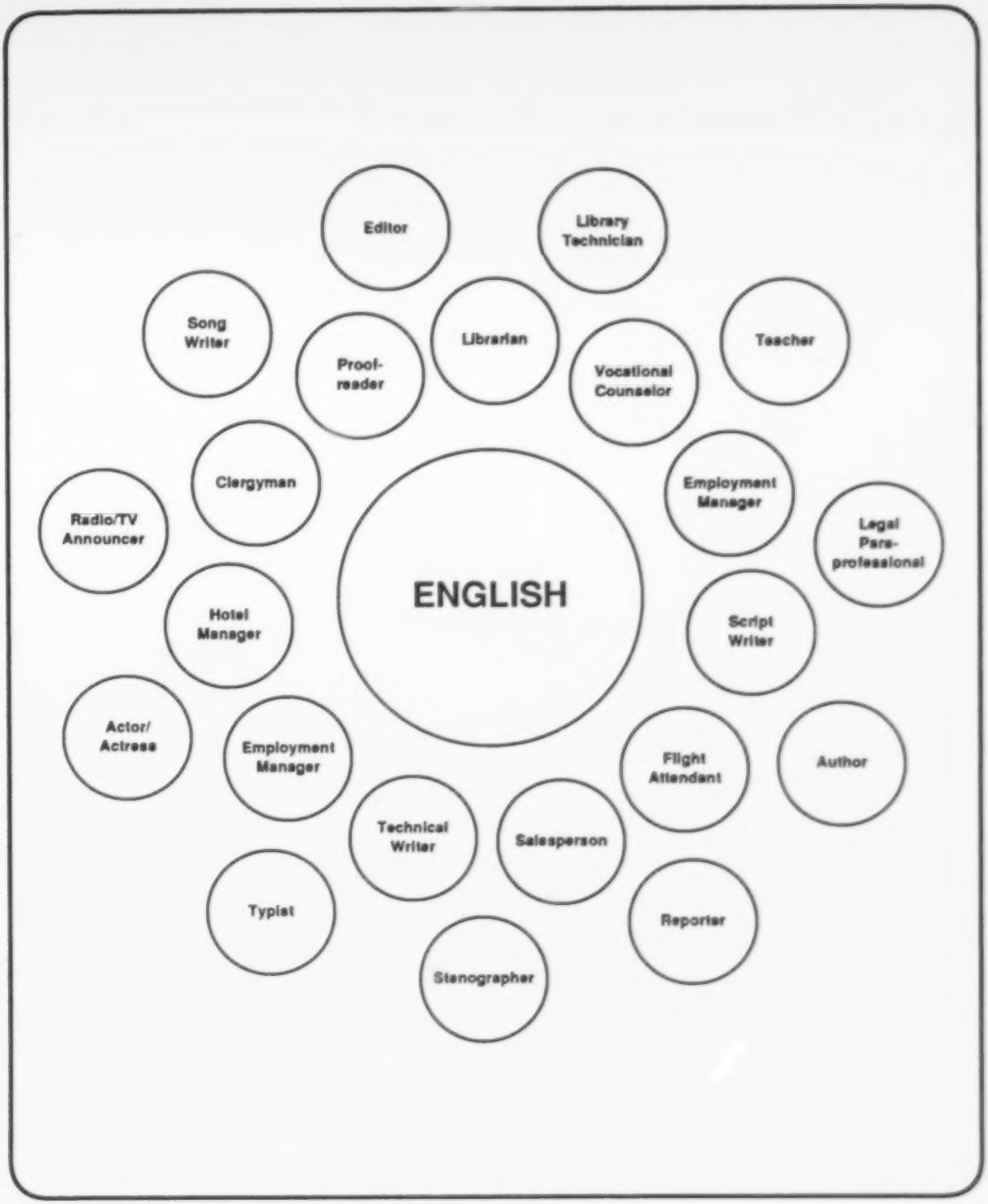
7. **Eye-Hand** - Moving the eyes and hands or fingers together to perform a task rapidly and correctly.

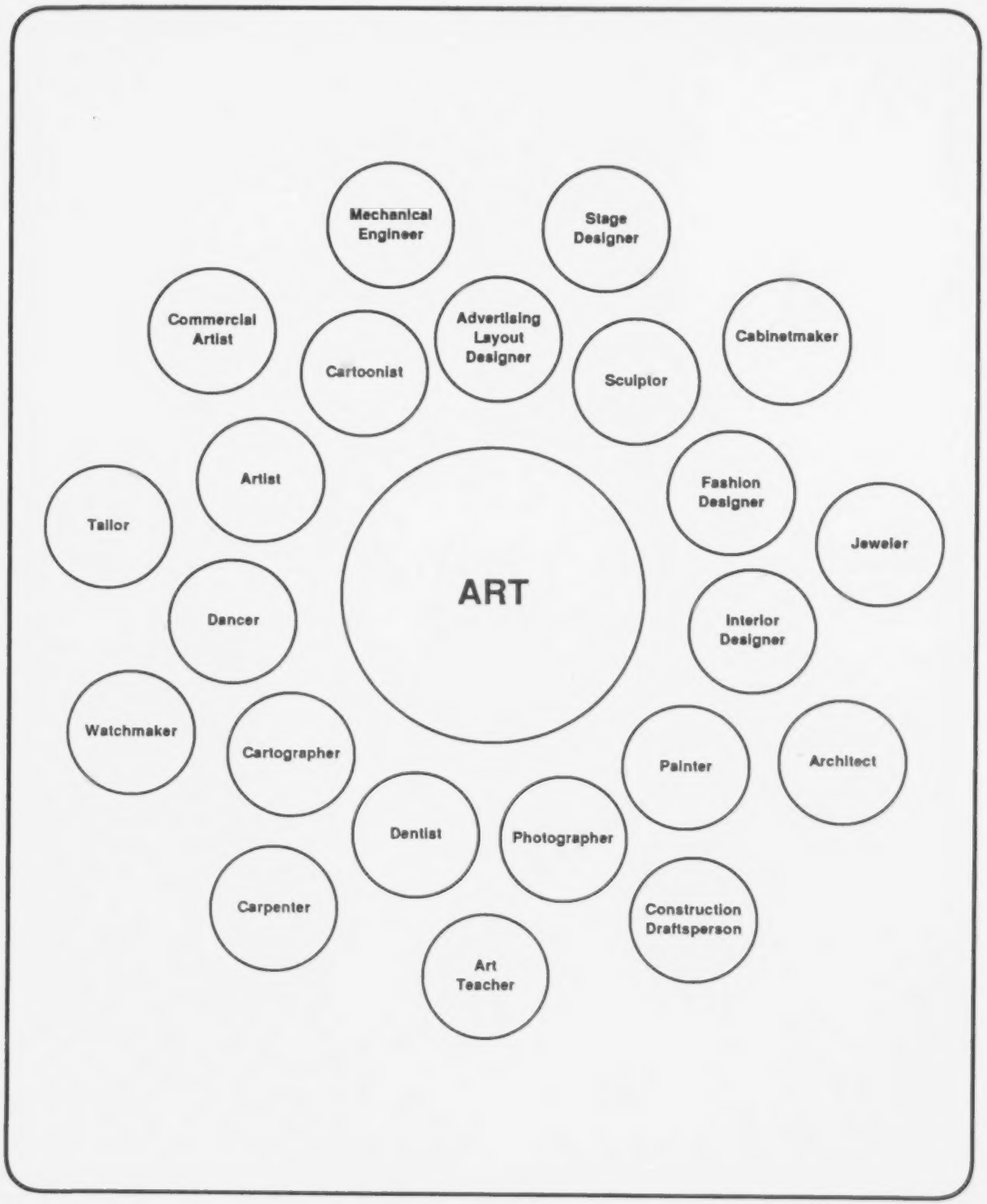
8. **Finger Dexterity** - Moving the fingers to work with small objects rapidly and correctly.

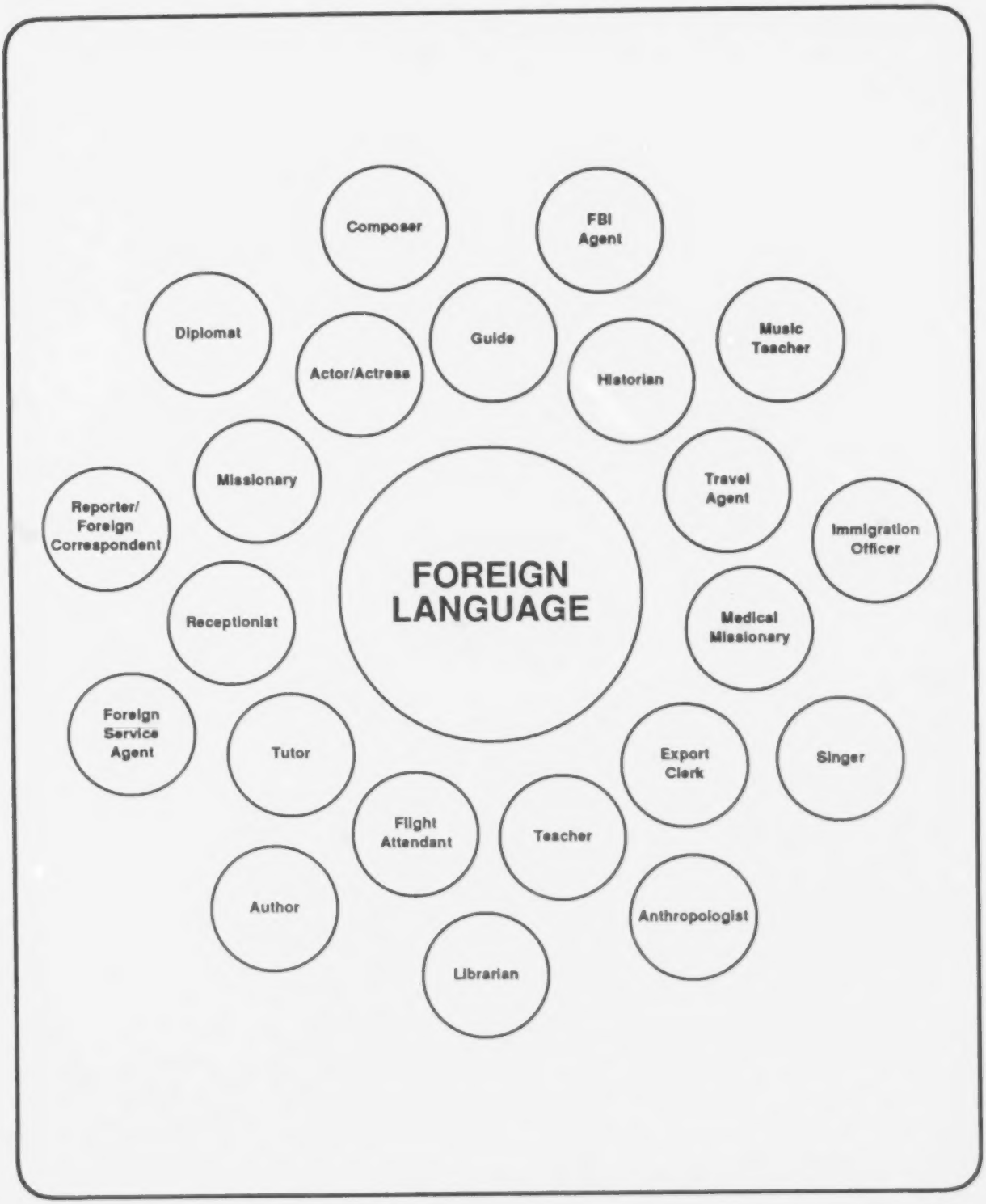
9. **Manual Dexterity** - Moving the hands with ease and skill. Working with the hands in placing and turning motions.

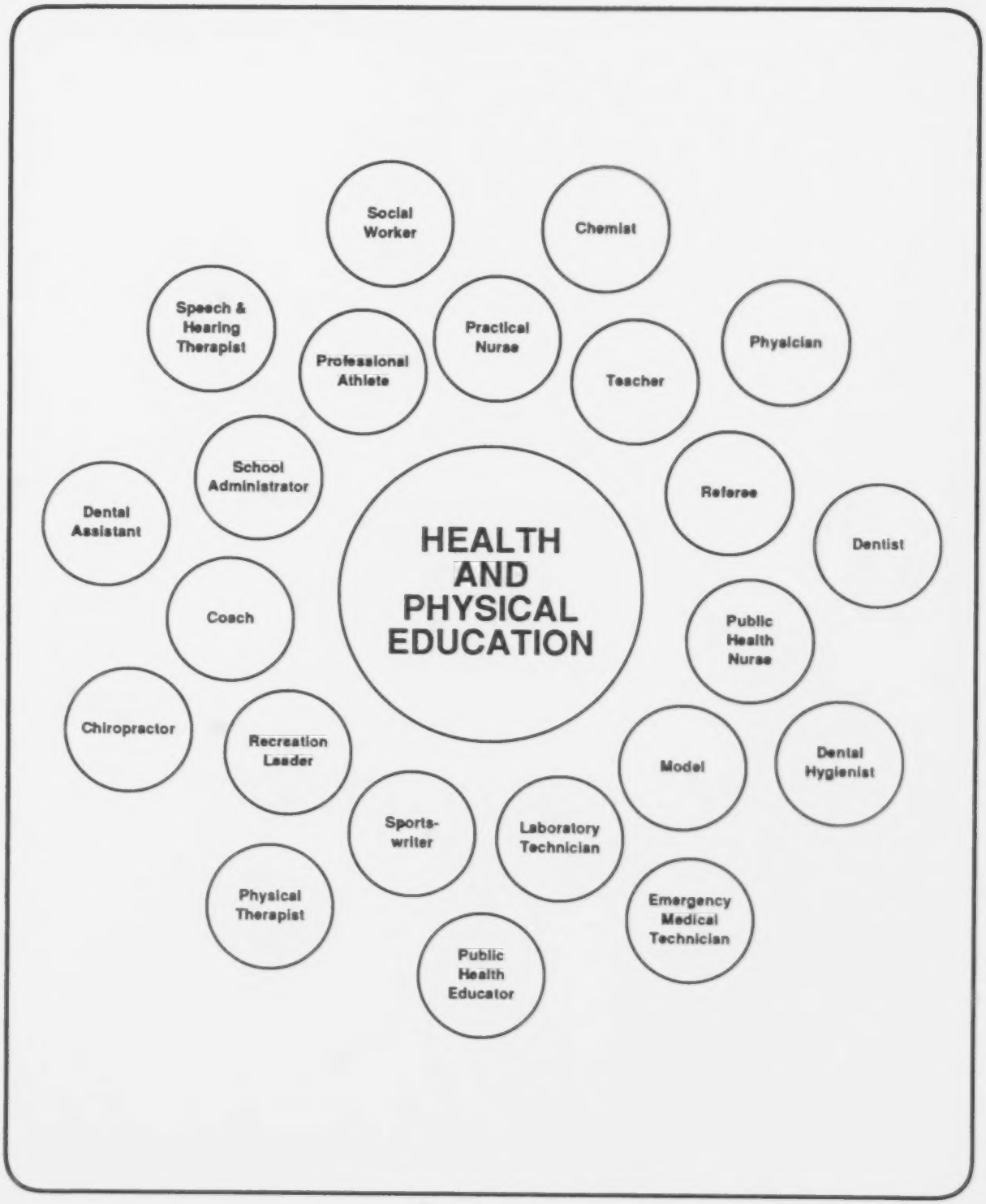
APPENDIX B

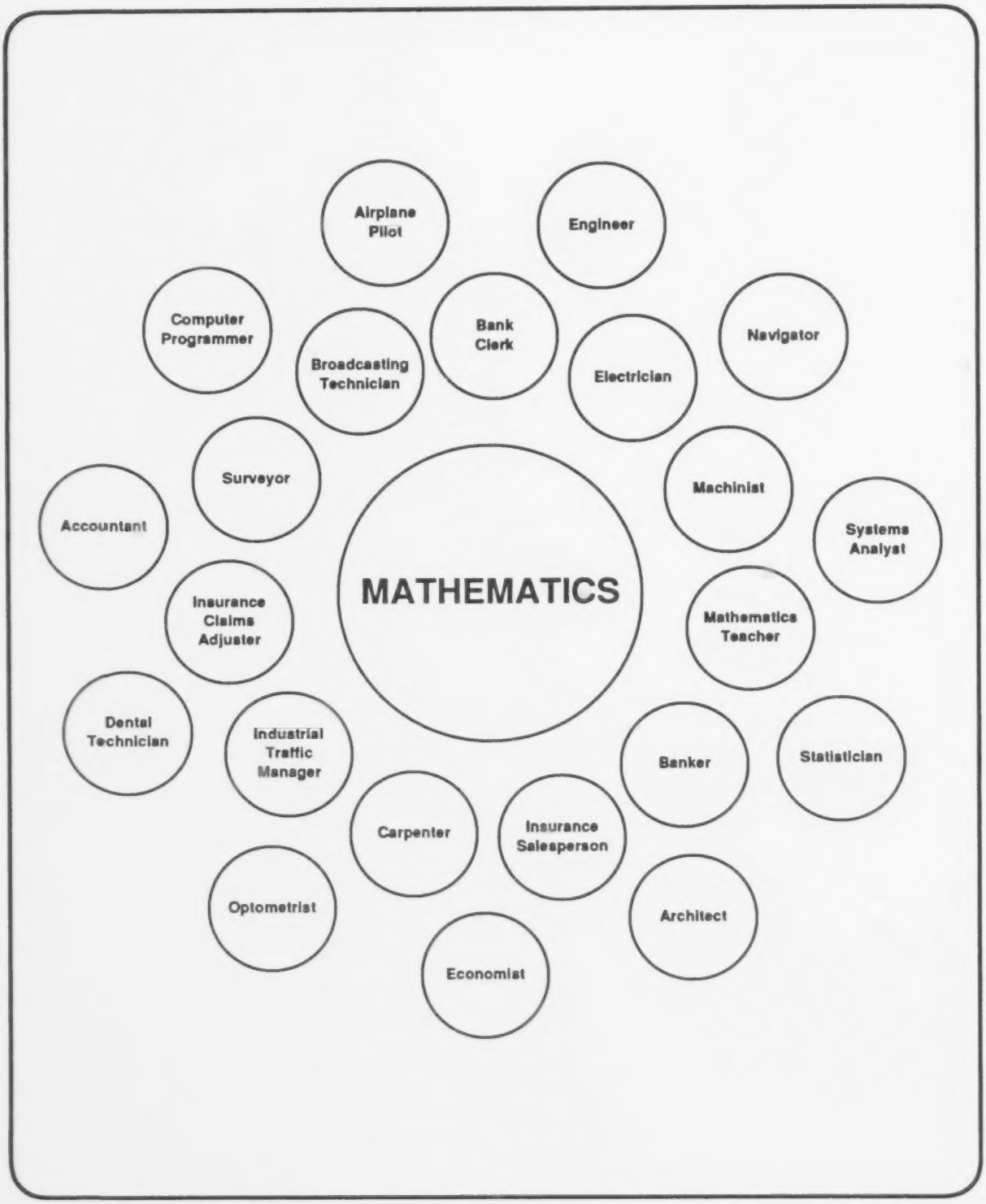
SOME OCCUPATIONS RELATED TO INTERESTS AND ABILITIES

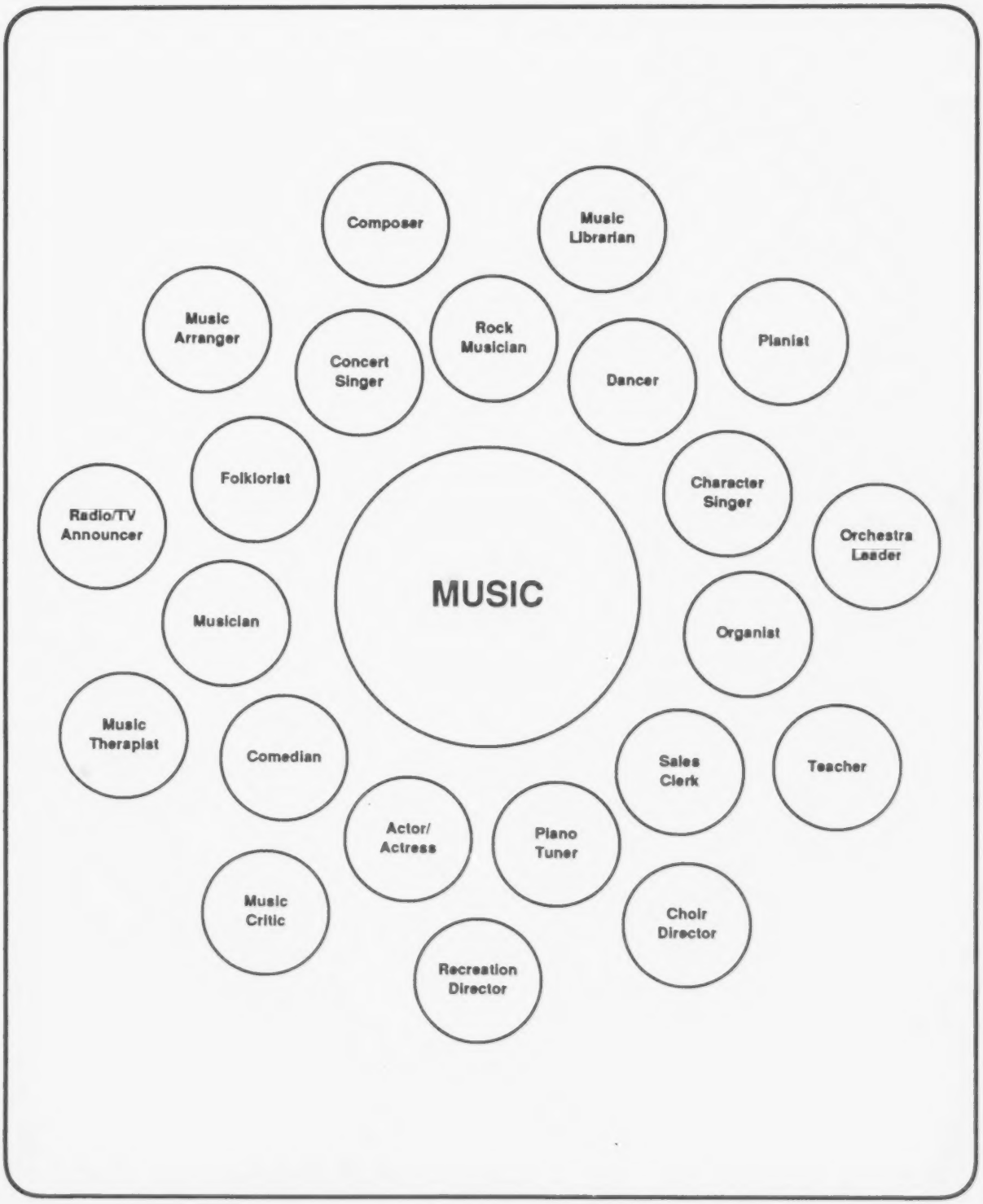

ENGLISH
Editor
Library Technician
Song Writer
Librarian
Proof-reader
Vocational Counselor
Teacher
Clergyman
Employment Manager
Radio/TV Announcer
Legal Para-professional
Hotel Manager
Script Writer
Actor/ Actress
Employment Manager
Flight Attendant
Author
Technical Writer
Salesperson
Typist
Reporter
Stenographer


ART
Mechanical Engineer
Stage Designer
Commercial Artist
Cartoonist
Advertising Layout Designer
Sculptor
Cabinetmaker
Artist
Tailor
Fashion Designer
Jeweler
Dancer
Interior Designer
Watchmaker
Cartographer
Painter
Architect
Dentist
Photographer
Carpenter
Construction Draftsperson
Art Teacher

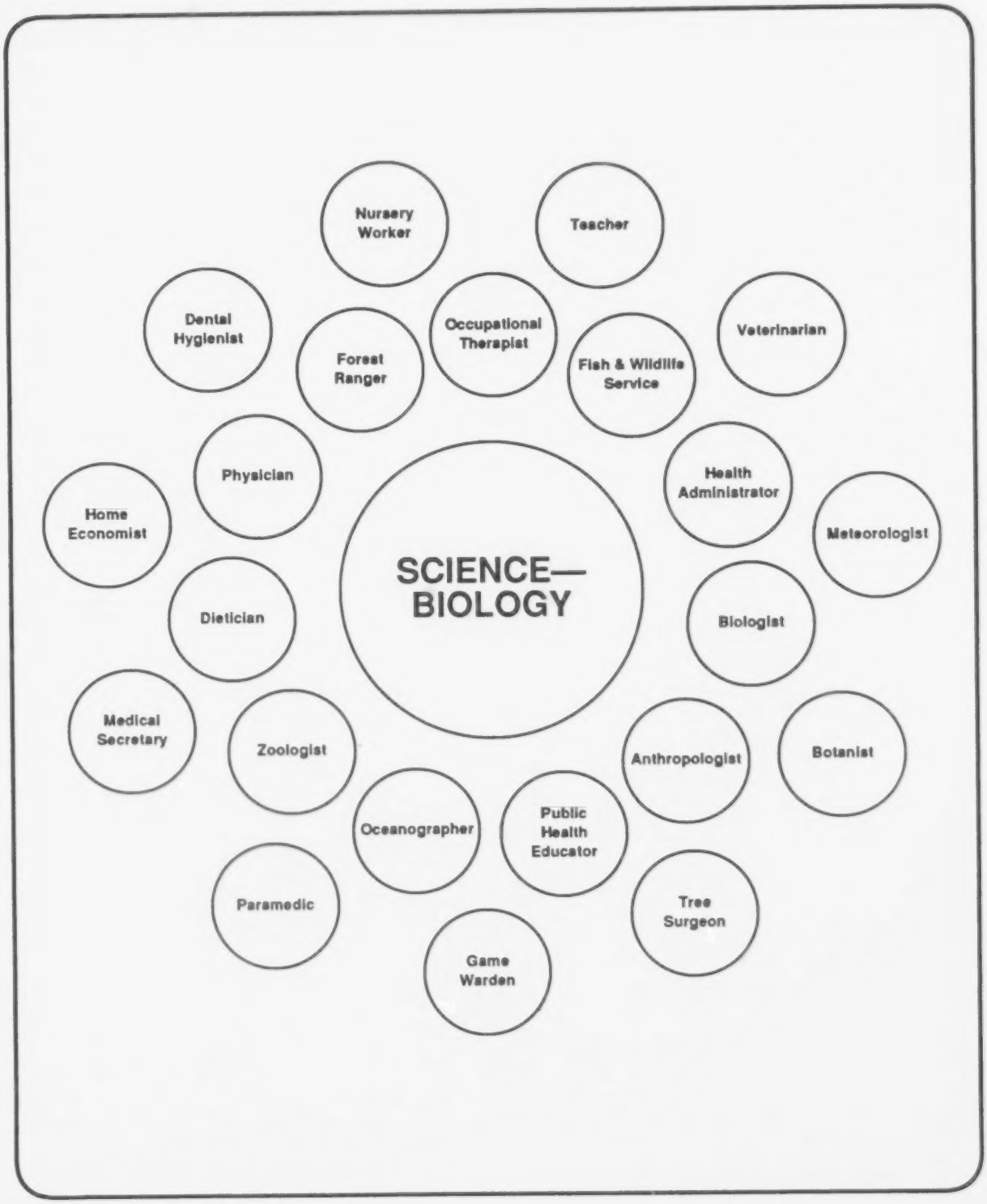

FOREIGN LANGUAGE
Composer
FBI Agent
Diplomat
Guide
Music Teacher
Actor/Actress
Historian
Missionary
Travel Agent
Reporter/ Foreign Correspondent
Immigration Officer
Receptionist
Medical Missionary
Foreign Service Agent
Tutor
Export Clerk
Singer
Flight Attendant
Teacher
Author
Anthropologist
Librarian

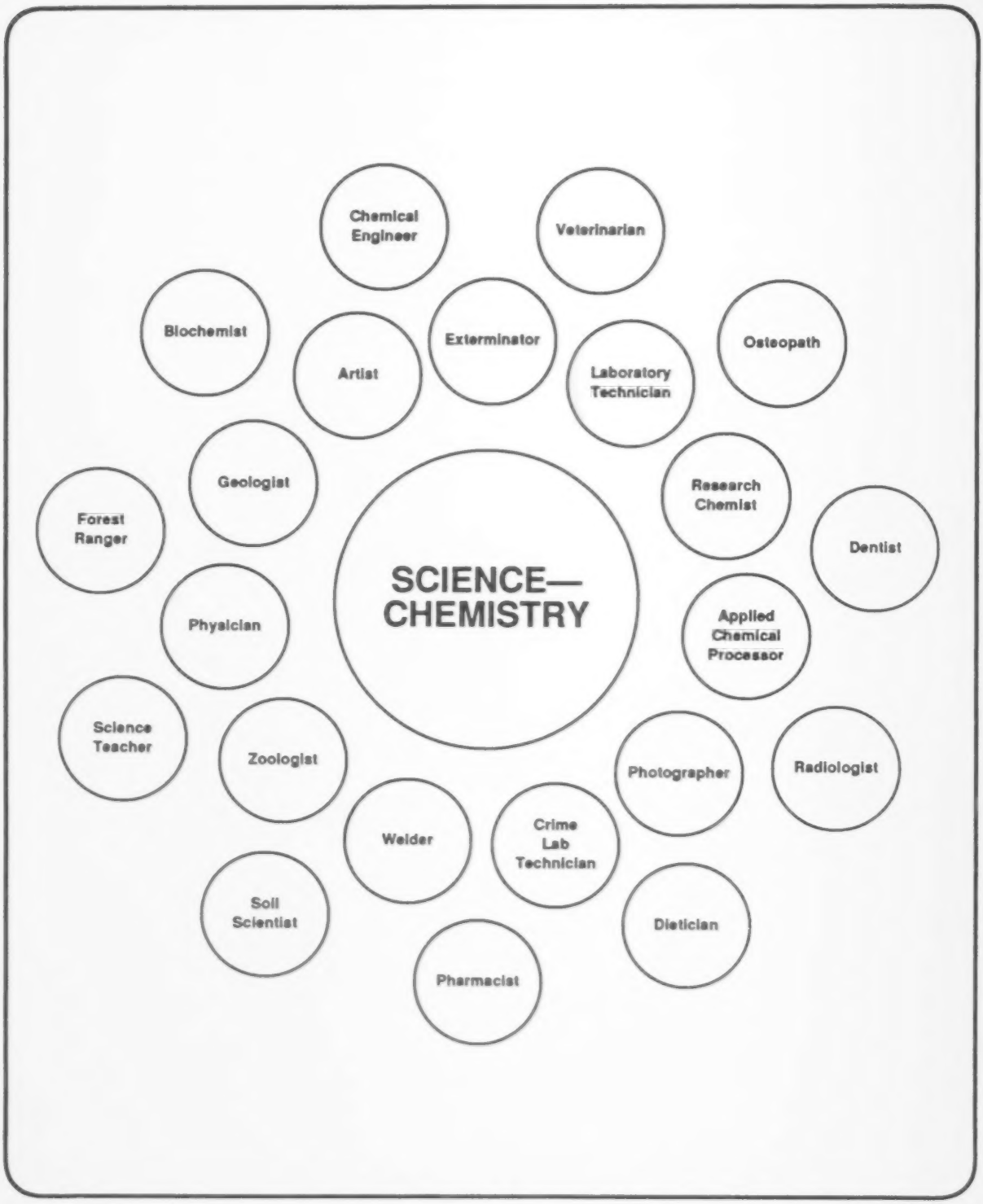

HEALTH AND PHYSICAL EDUCATION
Social Worker
Chemist
Speech & Hearing Therapist
Practical Nurse
Physician
Professional Athlete
Teacher
School Administrator
Referee
Dental Assistant
Dentist
Coach
Public Health Nurse
Chiropractor
Recreation Leader
Model
Dental Hygienist
Sports-writer
Laboratory Technician
Physical Therapist
Emergency Medical Technician
Public Health Educator

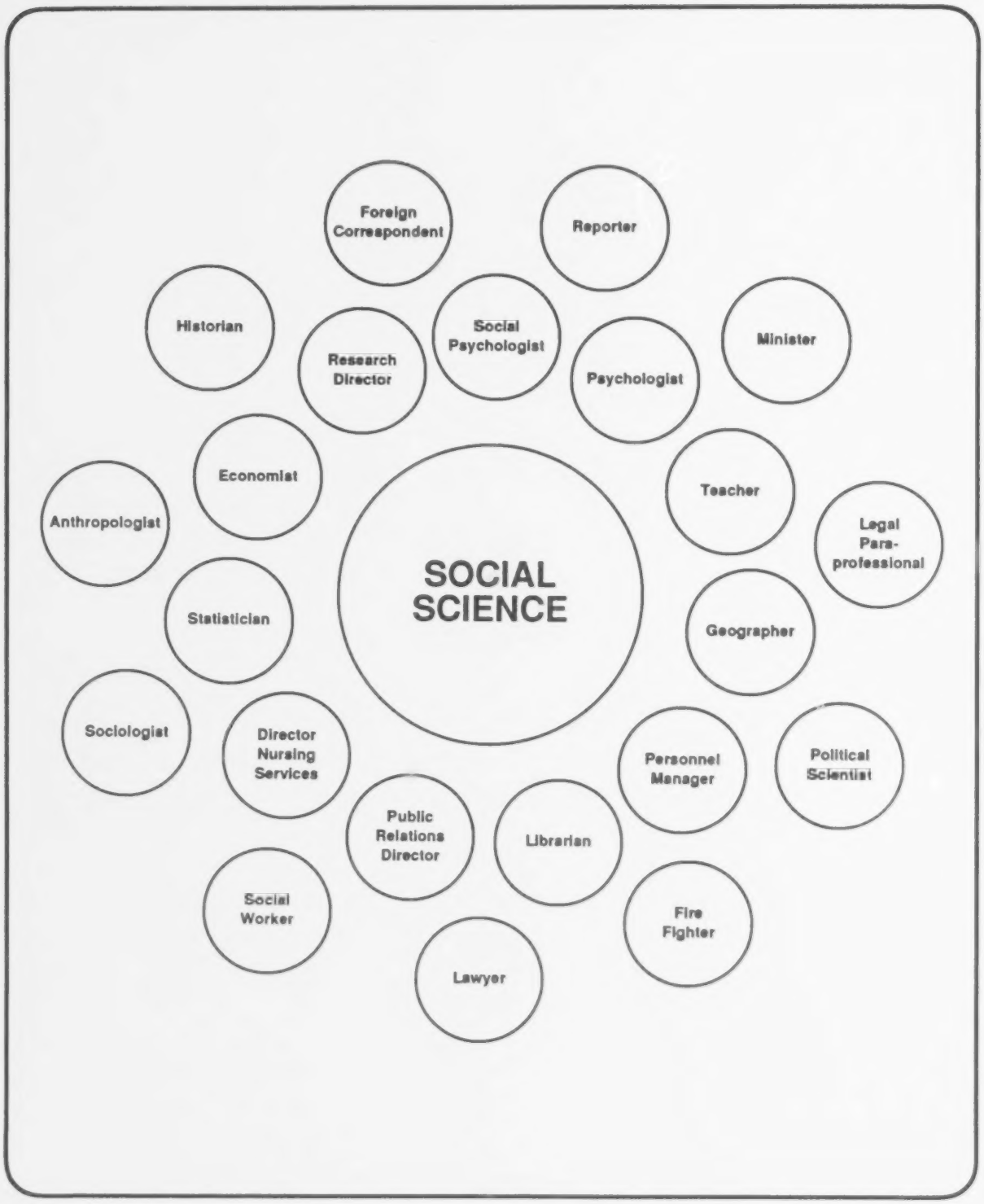

MATHEMATICS
Airplane Pilot
Engineer
Computer Programmer
Broadcasting Technician
Bank Clerk
Electrician
Navigator
Surveyor
Machinist
Accountant
Systems Analyst
Insurance Claims Adjuster
Mathematics Teacher
Dental Technician
Industrial Traffic Manager
Banker
Statistician
Carpenter
Insurance Salesperson
Optometrist
Architect
Economist


MUSIC
Composer
Music Librarian
Music Arranger
Rock Musician
Concert Singer
Dancer
Pianist
Folklorist
Character Singer
Radio/TV Announcer
Orchestra Leader
Musician
Organist
Music Therapist
Comedian
Sales Clerk
Teacher
Actor/ Actress
Piano Tuner
Music Critic
Choir Director
Recreation Director

87


SCIENCE—
BIOLOGY
Nursery Worker
Teacher
Dental Hygienist
Occupational Therapist
Veterinarian
Forest Ranger
Fish & Wildlife Service
Physician
Health Administrator
Home Economist
Meteorologist
Dietician
Biologist
Medical Secretary
Zoologist
Anthropologist
Botanist
Oceanographer
Public Health Educator
Paramedic
Tree Surgeon
Game Warden


SCIENCE—
CHEMISTRY
Chemical Engineer
Veterinarian
Biochemist
Exterminator
Artist
Laboratory Technician
Osteopath
Geologist
Research Chemist
Forest Ranger
Dentist
Physician
Applied Chemical Processor
Science Teacher
Zoologist
Photographer
Radiologist
Welder
Crime Lab Technician
Soil Scientist
Dietician
Pharmacist


SOCIAL SCIENCE
Foreign Correspondent
Reporter
Historian
Social Psychologist
Minister
Research Director
Psychologist
Economist
Teacher
Anthropologist
Legal Para-professional
Statistician
Geographer
Sociologist
Director Nursing Services
Personnel Manager
Political Scientist
Public Relations Director
Librarian
Social Worker
Fire Fighter
Lawyer

APPENDIX C

DEFINITIONS OF THE TWELVE CAREER AREAS

Descriptions of Career Areas

1. **Artistic**

People with artistic interest enjoy work where they can apply their creative talents. They like to interpret and express ideas and feelings to others. Their work may interpret social and cultural values or be an expression of their own ideas. They gain personal satisfaction from the forms of art they create. Their work provides others with visual and listening enjoyment.

It takes a lot of time, study, and education to develop the skills needed for some jobs. But there are opportunities for some workers who develop their natural talents through experience.

Work in the artistic area is divided into two kinds of jobs: creative arts and performing arts.

2. **Scientific**

People with a scientific interest enjoy doing research on living and nonliving things. Through research, scientists discover, expand, and apply knowledge. They use creative thinking to develop new theories and processes. They do tests under controlled conditions. They may test theories that already exist.

The work of scientists is very demanding. It requires a high level of numerical and verbal skills. These skills are important both to scientists and to the lab workers who help them. They use these skills as they conduct tests, study the results, and report the findings.

The world of discovery is the world of science. The physical, life, and medical sciences provide the settings for work in this area. Laboratory technology is important in all three of these scientific fields.

3. **Nature**

People with an interest in nature can satisfy their interest by working in settings where plants and animals are raised and cared for. Most work in this area is outdoors. This setting allows workers contact with the natural beauty and peace of nature. But it also can expose them to heat, cold, rain, and snow. Although most work is in rural settings, some jobs are in urban areas. And some work is inside. Most jobs are found in farming, fishing, and forestry. Some jobs are related to animal training and service.

Farm workers raise and harvest crops. They raise livestock and poultry. Some farming takes place on ranches where horses, beef cattle, and sheep are raised.

Fishing involves more than catching fish to sell as food. Some workers raise fish in hatcheries.

Forestry work involves raising trees for lumber or paper products. Some jobs are with large logging firms. Care of forests in state and national parks is also included. Some jobs are found with landscape nurseries where shrubs, houseplants, and trees are raised.

Animal-training and service workers feed and groom animals. Others may train them to help to entertain people.

Work in the nature area is divided into two kinds of jobs: management and manual work.

4. **Authority**

Workers with an interest in protecting people and property enjoy work in the authority area. Some jobs involve action, thrills, and adventure. This might involve fighting a fire, making an arrest, or solving a crime. These jobs require an ability to work under pressure or in the face of danger. Workers must be able to talk and deal with all kinds of people. They must be able to think clearly and react quickly during a crisis.

Workers are usually required to wear uniforms. Their work hours may be irregular and they may need to work nights or weekends. Some jobs require skills in the use of guns, safety devices, or other equipment.

Authority work includes two kinds of jobs: safety and law enforcement and security services.

5. **Mechanical**

People with mechanical interest enjoy working with machines and tools. Some workers design and develop new machines, tools, and processes. They apply basic physics principles (involving such things as wheels, gears, and levers) to build complex machines and to improve tools. Other workers have the skills to use these machines and tools in their work.

The mechanical area includes over 20 percent of the occupations in the world of work. Jobs are found in a variety of nonfactory settings. These range from quiet offices in modern buildings to dirty and noisy places found on construction jobs and in mines. (Factory jobs using machines and tools are included in Area 6-Industrial)

The mechanical area is divided into four kinds of jobs: engineering and management; vehicle and equipment operation/control; quality/materials control; and crafts.

6. **Industrial**

People with an industrial interest enjoy work that involves the mass production of products. This type of production uses workers to produce a product. Each worker performs only part of a process. It is skilled hand and machine work that is highly organized and repetitive. Workers are more involved in the process and work tasks they perform than with the product they produce. This plan of work results in products being made faster, in greater numbers, and for less money. Work usually takes place in a factory setting where safe habits are important.

The industrial area includes about half of the occupations in the world of work. However, employment in this area is on the decline as the country is moving toward a more service-oriented economy.

The industrial area is divided into two kinds of jobs: production work and production quality.

7. **Business Detail**

People with an interest in the many details of a business operation enjoy work in this area. The office setting of their work could be in an industry, a bank, or a doctor's or lawyer's office. Workers perform business services that have a direct effect on people's lives. This work may be as simple as providing information to answer a question or as complex as computing cost and production records. Workers must be well organized and their work must be accurate. Their work is clearly defined and they must pay attention to details. Some workers are involved with the computing and recording of business data. They need clerical and numerical skills and must know how to operate business machines. Others workers deal with people. Those who work directly with people need to be tactful (sensitive to the feelings and needs of people) and courteous.

The business-detail area is divided into two kinds of jobs: business-machine operation and communication of ideas/information.

8. **Persuasive**

People with an interest in persuading others to a point of view can satisfy this interest through selling. Workers explain, demonstrate, and sell products or services. Many different methods of selling are used. Workers may travel a set route, work in a single location, or go door-to-door. Some may sell through home demonstration parties or at entertainment events. Sales workers need to have background knowledge of the products or services they sell. The more complex the product or service, the more background needed. Customers need to feel confident that what they are buying will meet their needs. Sales work provides an opportunity to combine an interest in sales with another interest or ability. For example, a person with an interest in sports can sell sporting goods and equipment.

Workers in selling need to be able to express themselves well. They need to be enthusiastic about what they are selling. Some sales work involves an aggressive sales pitch to get the potential customer's attention. For example, vendors call out to crowds what they are selling. And an auctioneer excites a crowd into a competitive mood for sales. All sales workers need to treat customers with respect and courtesy. Workers need basic math skills. Some need skills to add sales and make change. Others need more skills to compute costs and prepare sales contracts.

The persuasive area is divided into two kinds of jobs: technical sales and general sales.

9. **Accommodating**

People with an interest in catering (providing people with services they need or desire) enjoy work in this area. Workers serve and assist people on a one-to-one basis. They need the ability to meet and get along with all kinds of people. And they must deal with customers in their different moods. Workers should have poise, good dress and personal grooming habits, and pleasant dispositions (attitudes and moods). Workers must have a feeling of concern for the people they serve in order to ensure their safety or to help them feel at ease and enjoy themselves.

The accommodating area consists of two kinds of jobs: hospitality/customer services and barber/beauty services.

10. **Humanitarian**

People with an interest in helping others with personal problems enjoy work in which caring for others is important. In addition to an interest in helping people, workers need special knowledge and skill. Many jobs in this area require graduate degree work, and clinical practice is required for some. Workers need very good oral and written communication skills and must be able to make decisions during trying

circumstances (events). Many decisions involve personal judgement that requires expert training. Workers need the ability to understand other people's feelings (empathy). They need to care without becoming emotionally involved. They must gain people's trust and confidence and keep information about their clients private.

A few occupations in child and adult care do not require a broad background of training and experience. Also, private organizations (groups) that help clients with such problems as drugs or alcohol sometimes hire people who have a special knowledge of the problem even though they lack formal training. The humanitarian area is divided into two kinds of jobs: social services and nursing-therapy/child-adult care.

11. Social-Business

People with an interest in the social-business area can satisfy this interest through work in many fields. These include law, education, finance, social research, and business management. Workers need a high level of verbal and numerical skills. They plan, direct, and manage work tasks to organize and deliver programs and services. They must make many decisions. They must analyze and interpret data and use their personal judgement when making decisions. To lead and influence others, they must be able to speak and write clearly (communication skills). These workers enjoy recognition and appreciation for the work they do.

The social-business area is divided into four kinds of jobs: communications-promotion, business-numerical, educational-social, and legal.

12. Physical Performing

People with an interest in the physical performing area enjoy being in front of an audience. They may participate in sports or perform physical feats. These workers must have physical skills and strengths. They also need excellent eye, hand, body, and foot coordination. Their training schedules are rigid, and at times they are under great mental pressure. However, workers get a reward of recognition and appreciation when they feel the excitement and enthusiasm of the crowd.

Some workers, such as athletes in sports, have a limited period of time for their careers. A career may be cut short by a physical injury. They need to plan on changing to a related occupation or have a second career field to enter.

The physical performing area is divided into two kinds of jobs: sports and physical feats.

APPENDIX D

CHOICES JR ACTIVITY

Now that you have completed the Activities Checklist, find the three career fields with your highest scores. These are the career fields that match your interests. You will be able to find out more about them when you use CHOICES Jr.

☺ List the three Career Fields with your highest scores. ☺ Ask for the CHOICES Jr Career Book. Look in the "Listing by Career Fields" section to find occupations you want to learn more about. ☺ You will notice that each occupation has a CHOICES Jr number and a worker trait group number (WTG. #). It will have 4 numbers (01.01). ☺ Write the worker trait group # along with the occupation title. Write the first two digits in the shaded box. This number will help you to look at occupations by interest area in other resource books.

1. Career Field_____

Occupations	WTG #
_____	☐ - _____
_____	☐ - _____
_____	☐ - _____

2. Career Field_____

Occupations	WTG #
_____	☐ - _____
_____	☐ - _____
_____	☐ - _____

3. Career Field_____

Occupations	WTG #
_____	☐ - _____
_____	☐ - _____
_____	☐ - _____

You now have a list of occupations that you can get more information in the CHOICEs Jr program.

Look at the first two digits of the Worker Trait Group numbers that you have listed. Those numbers should be listed in the shaded area. Pick three that show up the most.

Top 3 Interest Areas

_____

_____

_____

These interest areas can be used in classroom activities such as *Pathways to Your Future* or resources that have occupation information grouped by interest areas.

APPENDIX E

OVERCOMING OBSTACLES IN YOUR PATH

To reach the top of the cliff, you could learn to:
To cross the river you could learn to:

To reach the top of the cliff, you could learn to:
—build a ladder
—mountain climb
—design and build a pulley system
—other ideas?
To cross the river you could learn to:
—swim
—build a raft
—sail
—build a bridge
—other ideas?

APPENDIX F

EXAMPLES OF OCCUPATIONS BY LEVEL OF EDUCATION

CAREER AREAS AND SAMPLE OCCUPATIONS

1. ARTISTIC	2. SCIENTIFIC	3. NATURE	4. AUTHORITY	5. MECHANICAL	6. INDUSTRIAL	7. BUSINESS DETAIL	8. PERSUASIVE	9. ACCOMMODATING	10. HUMANITARIAN	11. SOCIAL/ BUSINESS	12. PHYSICAL PERFORMING
Professional	Professional	Professional	Professional	Professional	Professional	Professional	Professional	Professional	Professional	Professional	Professional
Editor, Book Instructor, Dancing Interior Designer Music Teacher Producer	Animal Scientist Forest Ecologist Geologist Meteorologist Physician Physicist Surgeon	Forester Gamekeeper Wildlife Control Agent	CIA Agent Customs Patrol Officer FBI Agent Park Ranger	Aeronautical Engineer Automotive Engineer Electrical Engineer Mechanical Engineer Metallurgist Safety Engineer	Foundry Supervisor Oxygen-Plant Operator Supervisor, Electronics Processing Supervisor, Laboratory (Machine Shop) Waste Treatment Operator	Financial-Aid Counselor Loan Counselor Probation Officer	Communications Consultant Financial Counselor Pharmaceutical Detailer Sales Representative, Chemical & Drugs Sales Representative, Industrial Machinery	Driving Instructor, Instructor, Bus, Trolley & Taxi Recreation Activity Leader	Athletic Trainer Clergy Member Counselor Music Therapist Parole Officer Physical Therapist Psychologist, Clinical	Accountant Lawyer Librarian Political Scientist Programmer, Business Teacher, Elementary/ Secondary School Urban Planner	Coach Scout, Professional Sports
Technical	Technical	Technical	Technical	Technical	Technical	Technical	Technical	Technical	Technical	Technical	Technical
Actor Announcer Communications Technician Disk Jockey Fashion Artist Graphic Arts Technician Set Designer	Ballistics Expert Forensic Biomedical Equipment Technician Laboratory Tester Medical Lab Assistant Quality-Control Technician Scientific Photographer	Farm Manger Forest Nursery Supervisor Landscape Gardener Tree Surgeon	Deputy Sheriff Fire Marshal Highway Patrol/State Police Police Officer Vice Investigator	Air Traffic Control Specialist Automotive Mechanic Blacksmith Electrician Machinist Surveyor Assistant Tool Designer	Aircraft Power-Plant Assembler Bakery Supervisor Clock & Watch Assembler Electronics Tester Furnace Operator Parachute Inspector Precision-Lens Grinder	Bookkeeper Bookkeeping/ Accounting Clerk Computer Operator Secretary Teller Title Examiner	Manufacturer's Representative Sales Agent, Insurance Sales Agent, Real Estate Travel Agent Wedding Consultant	Airplane-Flight Attendant Barber Cosmetologist Electrologist Wine Steward/ Stewardess	Dental Hygienist Electrocardiograph Technician Emergency Medicine Technician Nuclear Medicine Technologist Nurse, General Duty Nurse, Licensed Practical Physician's Assistant	Fire Inspector Librarian Technical Assistance Paralegal Assistant Traffic Manger Warehouse Manager	Scorer Starter Stunt Performer Umpire
Direct Entry	Direct Entry	Direct Entry	Direct Entry	Direct Entry	Direct Entry	Direct Entry	Direct Entry	Direct Entry	Direct Entry	Direct Entry	Direct Entry
Cartoonist Floral Designer Jeweler Model Painter, Artist Stone Carver Wig Dresser	Biological Aide Agricultural Decontaminator Film-Laboratory Technician Laboratory Technician, Auto Manufacturing Morgue Attendant	Animal Trainer Dog Groomer Fishing-Vessel Deckhand Forester Aide Laborer, Landscape Net Fisher Shellfish Bed Worker	Bodyguard Fire fighter Fish & Game Warden Guard Lifeguard Merchant Patroller	Ambulance Driver Bricklayer Carpenter Carpet Layer Cook Dispensing Optician Janitor	Automobile Assembler Bakery Worker Garment Folder Industrial-Truck Operator Machine Operator Packager, Hand	Cashier File Clerk General Clerk Stenographer Typist	Auctioneer Driver, Sales Route Salesperson, Automobiles Salesperson, General Hardware Salesperson, Retail Telephone Solicitor Vendor	Bartender Bellhop Bus Driver Car-Wash Attendant Chauffeur Fast-Foods Worker Waiter/Waitress	Child-Care Attendant School Companion Nurse Aide Nursery School Attendant Orderly School-Crossing Guard	Booking Manager Recreation Supervisor Skating-Rink Manager	Acrobat Automobile Racer Juggler Professional Athlete

BEST COPY AVAILABLE

APPENDIX G

HIGH SCHOOL

PROGRAM OF STUDY

HIGH SCHOOL PLANNER

List possible courses for each grade including graduation requirements.

	GRADE 9 Planned Courses	CREDIT	GRADE 10 Planned Courses	CREDIT	GRADE 11 Planned Courses	CREDIT	GRADE 12 Planned Courses	CREDIT
1. English								
2. Mathematics								
3. Science								
4. Social Studies								
5.								
6.								
7.								
8. (Summer School)								
	TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS	

	GRADE 9 Planned Courses	CREDIT	GRADE 10 Planned Courses	CREDIT	GRADE 11 Planned Courses	CREDIT	GRADE 12 Planned Courses	CREDIT
1. English								
2. Mathematics								
3. Science								
4. Social Studies								
5.								
6.								
7.								
8. (Summer School)								
	TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS	

	GRADE 9 Planned Courses	CREDIT	GRADE 10 Planned Courses	CREDIT	GRADE 11 Planned Courses	CREDIT	GRADE 12 Planned Courses	CREDIT
1. English								
2. Mathematics								
3. Science								
4. Social Studies								
5.								
6.								
7.								
8. (Summer School)								
	TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS		TOTAL CREDITS	

BEST COPY AVAILABLE

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

CD 602 BK 91